

VOCABULARY

Listen and repeat the words and sentences.

Page 1

Please refer to the definition file.





Describing What is Possible 4

may, might

Page 4

We use may and might in a formal way of asking and giving permission, although might is not used as commonly as may for this function.

Another use of may and might is to say that something is possible or may possibly happen.

Sometimes, “may” expresses slightly higher chances of possibility whereas “might” sometimes expresses slightly lower chances of possibility.

Might is not the past of may and both are used to talk about the present and the future.

Repetition Drill

Listen to the teacher and repeat the sentences.

Page 5

1. My brother might join the military.
2. The ministry is open to everyone.
3. The organization was built in 1988.
4. We might hit the gate if we are not careful.
5. You may join that organization in college.
6. Criminals are put into prison.
7. The ministry moved in to this building yesterday.
8. His boss told him to move out quickly.
9. The military is formed for the safety of the people.
10. This is the new site for the new prison.
11. We share food in the organization.
12. The soldiers of the military may enter through the gate.

Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 6

1. The organization may visit specific sites this week.
2. The organization may visit previous sites this week.
3. The ministry may visit previous sites this week.
4. The ministry may visit previous sites this month.
5. The ministry may visit regional sites this month.
6. The ministry might visit regional sites this month.
7. The military might visit regional sites this month.
8. The military might visit colleges this month.
9. The military might visit prisons this month.
10. The military might visit prisons this year.

Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 7

1. The prisoners may share their food. Repeat.
2. The prisoners may share their food. Change: drinks. [The prisoners may share their drinks.]
3. The prisoners may share their drinks. Change: visitors. [The visitors may share their drinks.]
4. The visitors may share their drinks. Change: stuff. [The visitors may share their stuff.]
5. The visitors may share their stuff. Change: move in. [The visitors may move in their stuff.]
6. The visitors may move in their stuff. Change: officials. [The officials may move in their stuff.]
7. The officials may move in their stuff. Change: arrange. [The officials may arrange their stuff.]
8. The officials may arrange their stuff. Change: might. [The officials might arrange their stuff.]
9. The officials might arrange their stuff. Change: prepare. [The officials might prepare their stuff.]
10. The officials might prepare their stuff. Change: states. [The officials might prepare their states.]

Basic Sentence Expansion Drill

Listen to the teacher and repeat the sentences.

Page 8

1. We may move out.
2. We may move our things out.
3. We may move our things out slowly.
4. We may move our things out slowly tonight.
5. We may move our things out slowly tonight after dinner.

Intermediate Sentence Expansion Drill

Listen to the teacher and follow the instructions.

Page 9

1. Safety might be our concern. Repeat.
2. Safety might be our concern. Add: first. [Safety might be our first concern.]
3. Safety might be our first concern. Add: not. [Safety might not be our first concern.]
4. Safety might not be our first concern. Add: in prison. [Safety might not be our first concern in prison.]
5. Safety might not be our first concern in prison. Add: his. [His safety might not be our first concern in prison.]

Inflection Drill

Listen to the teacher and follow the instructions.

Page 10

1. Are you now in college? Change: she. [Is she now in college?]
2. She is joining the organization. Change: has to. [She has to join the organization.]
3. Your safety should be your concern. Change: is. [Your safety is your concern.]
4. They entered the library. Add: didn't. [They didn't enter the library.]
5. He is joining the military. Change: they. [They are joining the military.]

Transformation Drill

Listen to the teacher and follow the instructions.

Page 11

1. Two new students entered college yesterday. Repeat.
2. Two new students entered college yesterday. Transform: who. [Who entered college yesterday?]
3. They are moving their things out of the prison. Repeat.
4. They are moving their things out of the prison. Transform: what. [What are they moving out of the prison?]
5. Some of the prisoners were moved out yesterday. Repeat.
6. Some of the prisoners were moved out yesterday. Transform: when. [When were some of the prisoners moved out?]
7. My friend is moving in with us. Repeat.
8. My friend is moving in with us. Transform: who. [Who is moving in with us?]
9. We are moving to this site. Repeat.
10. We are moving to this site. Transform: where. [Where are we moving to?]
11. She might not go to college this year. Repeat.
12. She might not go to college this year. Transform: when. [When might she not go to college?]

Mixed Drill

Listen to the teacher and follow the instructions.

Page 12

1. May I open the gate? Repeat.
2. May I open the gate? Change: close. [May I close the gate?]
3. May I close the gate? Change: ministry. [May I close the ministry?]
4. May I close the ministry? Add: later. [May I close the ministry later?]
5. May I close the ministry later? Add: old. [May I close the old ministry later?]
6. May I close the old ministry later? Change: join. [May I join the old ministry later?]
7. May I join the old ministry later? Change: official. [May I join the official ministry later?]
8. May I join the official ministry later? Change: team. [May I join the official team later?]
9. May I join the official team later? Change: musical. [May I join the musical team later?]
10. May I join the musical team later? Change: tonight. [May I join the musical team tonight?]

Sentence Intonation Drill

Listen and practice the intonation of these questions.

- 1. Is she in college now?**
- 2. Who entered college yesterday?**
- 3. Where are we moving in?**
- 4. May I join the musical team?**
- 5. Who is moving in with us?**

Page 13

[1. Is she in college now? ↗]

[2. Who entered college yesterday? ↘]

[3. Where are we moving in? ↘]

[4. May I join the musical team? ↗]

[5. Who is moving in with us? ↘]

Verb-based Question Exercise

Underline the auxiliary verb which is more natural in each sentence.

Ex: (May, Might) I go out, please?

(Remember that **may** is more common when asking for permission.)

1. Maria and Anna don't like cooking, but they (may, might)
cook something for you.
2. (May, Might) I have a glass of water?
3. It (may, might) rain later, but I doubt it.
4. If I do well in science, I (may, might) become a doctor.
5. (May, Might) I open the gate?

Page 14

[1. might]

[2. May]

[3. might]

[4. might]

[5. May]

VOCABULARY

Listen and repeat the words and sentences.

Page 15

Please refer to the definition file.





Repetition Drill

Listen to the teacher and repeat the sentences.

Page 18

1. She was eating when she entered the hall.
2. They are going to build a hotel on this site.
3. The window can be locked from the inside.
4. The counters are very clean now.
5. Please use the last elevator.
6. The entrance of the hotel has flowers.
7. The visitors made their entry through that door.
8. The exit is at the back.
9. A hotel must have a clean bathroom.
10. Could you show me the way to the toilet, please?
11. She has access to the top floor.
12. We listed the names of the people in the hall.

Word Stress Drill

Listen to the teacher and repeat the words.

Page 19

1. customers
2. organization
3. official

Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 20

1. Every hotel in the city has a big hall.
2. Every hotel in the city has a clean hall.
3. Every hotel in the city has a clean toilet.
4. Every hotel in the city has a clean bathroom.
5. Every house in the city has a clean bathroom.
6. Every house in the town has a clean bathroom.
7. Every house in the town has a small bathroom.
8. Every house in the village has a small bathroom.

Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 21

1. There are so many police at the entrance. Repeat.
2. There are so many police at the entrance. Change: people. [There are so many people at the entrance.]
3. There are so many people at the entrance. Change: in the toilet. [There are so many people in the toilet.]
4. There are so many people in the toilet. Change: at the exit. [There are so many people at the exit.]
5. There are so many people at the exit. Change: were. [There were so many people at the exit.]
6. There were so many people at the exit. Change: students. [There were so many students at the exit.]
7. There were so many students at the exit. Change: in the hall. [There were so many students in the hall.]
8. There were so many students in the hall. Change: elevator. [There were so many students in the elevator.]
9. There were so many students in the elevator. Change: visitors. [There were so many visitors in the elevator.]
10. There were so many visitors in the elevator. Change: at the counter. [There were so many visitors at the counter.]

Basic Sentence Expansion Drill

Listen to the teacher and repeat the sentences.

Page 22

1. The door can be opened.
2. The door can be opened from the inside.
3. The big door can be opened from the inside.
4. The big door cannot be opened from the inside.
5. The big wooden door cannot be opened from the inside.

Intermediate Sentence Expansion Drill

Listen to the teacher and follow the instructions.

Page 23

1. You have access to the elevator. Repeat.
2. You have access to the elevator. Add: don't. [You don't have access to the elevator.]
3. You don't have access to the elevator. Add: first. [You don't have access to the first elevator.]
4. You don't have access to the first elevator. Add: still. [You still don't have access to the first elevator.]

Mixed Drill

Listen to the teacher and follow the instructions.

Page 24

1. We listed the names of the customers in the hotel. Repeat.
2. We listed the names of the customers in the hotel. Change: ages. [We listed the ages of the customers in the hotel.]
3. We listed the ages of the customers in the hotel. Add: this morning. [We listed the ages of the customers in the hotel this morning.]
4. We listed the ages of the customers in the hotel this morning. Change: visitors. [We listed the ages of the visitors in the hotel this morning.]
5. We listed the ages of the visitors in the hotel this morning. Add: already. [We already listed the ages of the visitors in the hotel this morning.]
6. We already listed the ages of the visitors in the hotel this morning. Change: have. [We already have the ages of the visitors in the hotel this morning.]
7. We already have the ages of the visitors in the hotel this morning. Change: staff. [We already have the ages of the staff in the hotel this morning.]
8. We already have the ages of the staff in the hotel this morning. Change: they. [They already have the ages of the staff in the hotel this morning.]

Transformation Drill

Listen to the teacher and follow the instructions.

Page 25

1. We are going to have our entry at six o' clock. Repeat.
2. We are going to have our entry at six o' clock. Transform: when. [When are we going to have our entry?]
3. I like her bathroom because it's big and clean. Repeat.
4. I like her bathroom because it's big and clean. Transform: why. [Why do I like her bathroom?]
5. There is a small hotel down the road. Repeat.
6. There is a small hotel down the road. Transform: where. [Where is a small hotel?]
7. I colored the inside of the box green. Repeat.
8. I colored the inside of the box green. Transform: what. [What did I color the inside of the box with?]
9. I can see my sister at the counter. Repeat.
10. I can see my sister at the counter. Transform: who. [Who can I see at the counter?]

Inflection Drill

Listen to the teacher and follow the instructions.

Page 26

1. She visited the hotel herself. Change: himself. [He visited the hotel himself.]
2. I am tired standing here at the entrance. Change: she. [She is tired standing here at the entrance.]
3. Let me know when you're ready. Change: he. [Let me know when he's ready.]
4. My little son is able to write his name. Change: our. [My little son is able to write our names.]
5. She thinks the hall is too big. Add: doesn't. [She doesn't think the hall is too big.]

VOCABULARY

Listen and repeat the words and sentences.

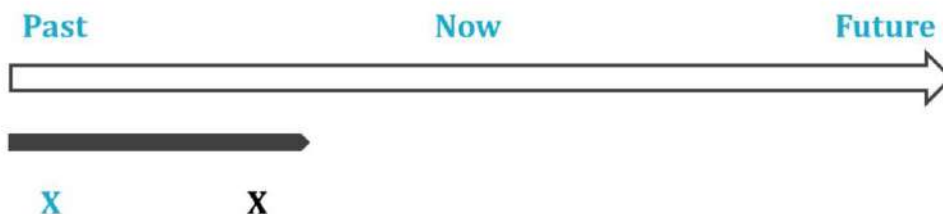
Page 27

Please refer to the definition file.





Describing the Relationship Between Two Past Events

PAST PERFECT

Page 30

We use the past perfect to express an event or action that happened before another event or action in the past or before a specific time in the past.

The blue event or action was done or happened before the black event, and so the blue event is expressed using the past perfect.

Structure: subject + had + past participle

For example:

I had eaten when my husband arrived.

Tom had already been to China before he learnt Chinese.

My grandfather had already fallen asleep when the movie started.

“Already” is quite commonly used with the past perfect.

Repetition Drill

Listen to the teacher and repeat the sentences.

Page 31

1. I told him that we had cleaned the lot.
2. When mom got home, I had already washed the spoons and forks.
3. I knew that dad had built the cupboards at home.
4. I badly needed a bath after I had played tennis.
5. May I have a bowl of salad, please?
6. I had prepared the bucket of ice before you came.
7. Our neighbor removed the rails because dad had put flowers there.
8. They had allowed the people into the tunnel before the police told them to do it.
9. They had cut the trees in the yard before I left.
10. I thought you had informed us about the danger ahead.
11. She didn't know why I had avoided her.
12. I thought they had stopped the preparation.

Middle Syllable Pronunciation Drill

Listen to the teacher and repeat the words.

Page 32

, or is a /ə/ .)

1. military
2. cupboard
3. medicine

Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 33

1. The men had swept the lot before I arrived. Repeat.
2. The men had swept the lot before I arrived. Change: students. [The students had swept the lot before I arrived.]
3. The students had swept the lot before I arrived. Change: she. [The students had swept the lot before she arrived.]
4. The students had swept the lot before she arrived. Change: cleaned. [The students had cleaned the lot before she arrived.]
5. The students had cleaned the lot before she arrived. Change: yard. [The students had cleaned the yard before she arrived.]
6. The students had cleaned the yard before she arrived. Change: kids. [The kids had cleaned the yard before she arrived.]
7. The kids had cleaned the yard before she arrived. Change: cupboards. [The kids had cleaned the cupboards before she arrived.]

Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 34

8. The kids had cleaned the cupboards before she arrived. Change: mom. [The kids had cleaned the cupboards before mom arrived.]
9. The kids had cleaned the cupboards before mom arrived. Change: bowls. [The kids had cleaned the bowls before mom arrived.]
10. The kids had cleaned the bowls before mom arrived. Change: came. [The kids had cleaned the bowls before mom came.]
11. The kids had cleaned the bowls before mom came. Change: girls. [The girls had cleaned the bowls before mom came.]
12. The girls had cleaned the bowls before mom came. Change: washed. [The girls had washed the bowls before mom came.]
13. The girls had washed the bowls before mom came. Change: forks. [The girls had washed the forks before mom came.]
14. The girls had washed the forks before mom came. Change: when. [The girls had washed the forks when mom came.]
15. The girls had washed the forks when mom came. Change: left. [The girls had washed the forks when mom left.]

Basic Sentence Expansion Drill

Listen to the teacher and repeat the sentences.

Page 35

1. She thought she had told me about the danger.
2. She thought she had not told me about the danger.
3. She thought she had not told me about the danger there.
4. Well, she thought she had not told me about the danger there.

Intermediate Sentence Expansion Drill

Listen to the teacher and follow the instructions.

Page 36

1. She said they had started. Repeat.
2. She said they had started. Add: the preparation. [She said they had started the preparation.]
3. She said they had started the preparation. Add: never. [She never said they had started the preparation.]
4. She never said they had started the preparation. Add: general. [She never said they had started the general preparation.]

Mixed Drill

Listen to the teacher and follow the instructions.

Page 37

1. I had cleaned when they passed by the house. Repeat.
2. I had cleaned when they passed by the house. Add: the yard. [I had cleaned the yard when they passed by the house.]
3. I had cleaned the yard when they passed by the house. Change: mom. [Mom had cleaned the yard when they passed by the house.]
4. Mom had cleaned the yard when they passed by the house. Change: rails. [Mom had cleaned the rails when they passed by the house.]
5. Mom had cleaned the rails when they passed by the house. Add: wooden. [Mom had cleaned the wooden rails when they passed by the house.]
6. Mom had cleaned the wooden rails when they passed by the house. Change: removed. [Mom had removed the wooden rails when they passed by the house.]

Intermediate Multiple-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 38

1. I had taken a bath before you called. Change: shower, came. [I had taken a shower before you came.]
2. I had taken a shower before you came. Change: medicine, she. [I had taken some medicine before she came.]
3. I had taken some medicine before she came. Change: the, spoke. [I had taken the medicine before she spoke.]
4. I had taken the medicine before she spoke. Change: avoided, he. [I had avoided the medicine before he spoke.]
5. I had avoided the medicine before he spoke. Change: person, responded. [I had avoided the person before he responded.]

Transformation Drill

Listen to the teacher and follow the instructions.

Page 39

1. I thought I had put water in the bucket. Repeat.
2. I thought I had put water in the bucket. Transform: what. [What did I think I had put in the bucket?]
3. I had put the spoons and forks in the cupboard when you left. Repeat.
4. I had put the spoons and forks in the cupboard when you left. Transform: where. [Where had I put the spoons and forks when you left?]
5. A car came before I had cleaned the yard. Repeat.
6. A car came before I had cleaned the yard. Transform: what. [What came before I had cleaned the yard?]
7. I thought I had avoided him last night. Repeat.
8. I thought I had avoided him last night. Transform: when. [When did I think I had avoided him?]
9. My sister said that I hadn't prepared the spoons and forks. Repeat.
10. My sister said that I hadn't prepared the spoons and forks. Transform: who. [Who said that I hadn't prepared the spoons and forks?]

- 1. My brother might join the military.**
- 2. The ministry is open to everyone.**
- 3. The organization was built in 1988.**
- 4. We might hit the gate if we are not careful.**
- 5. You may join that organization in college.**
- 6. Criminals are put into prison.**

- 7. The ministry moved in to this building yesterday.**
- 8. His boss told him to move out quickly.**
- 9. The military is formed for the safety of the people.**
- 10. This is the new site for the new prison.**
- 11. We share food in the organization.**
- 12. The soldiers of the military may enter through the gate.**

- 1. She was eating when she entered the hall.**
- 2. They are going to build a hotel on this site.**
- 3. The window can be locked from the inside.**
- 4. The counters are very clean now.**
- 5. Please use the last elevator.**
- 6. The entrance of the hotel has flowers.**

- 7. The visitors made their entry through that door.**
- 8. The exit is at the back.**
- 9. A hotel must have a clean bathroom.**
- 10. Could you show me the way to the toilet, please?**
- 11. She has access to the top floor.**
- 12. We listed the names of the people in the hall.**

- 1. I told him that we had cleaned the lot.**
- 2. When mom got home, I had already washed the spoons and forks.**
- 3. I knew that dad had built the cupboards at home.**
- 4. I badly needed a bath after I had played tennis.**
- 5. May I have a bowl of salad, please?**
- 6. I had prepared the bucket of ice before you came.**

7. Our neighbor removed the rails because dad had put flowers there.
8. They had allowed people into the tunnel before the police told them to do it.
9. They had cut the trees in the yard before I left.
10. I thought you had informed us about the danger ahead.
11. She didn't know why I had avoided her.
12. I thought they had stopped the preparation.

Sentence Intonation Drill

Listen and practice the intonation of the questions.

- 1. Is she in college now?**
- 2. Who entered college yesterday?**
- 3. Where are we moving in?**
- 4. May I join the musical team?**
- 5. Who is moving in with us?**

Page 46

[1. Is she in college now? ↗]

[2. Who entered college yesterday? ↘]

[3. Where are we moving in? ↘]

[4. May I join the musical team? ↗]

[5. Who is moving in with us? ↘]

Word Stress Drill

Listen to the teacher and repeat the words.

Page 47

1. customers
2. organization
3. official

Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 48

1. The organization may visit specific sites this week.
2. The organization may visit previous sites this week.
3. The ministry may visit previous sites this week.
4. The ministry may visit previous sites this month.
5. The ministry may visit regional sites this month.
6. The ministry might visit regional sites this month.
7. The military might visit regional sites this month.
8. The military might visit colleges this month.
9. The military might visit prisons this month.
10. The military might visit prisons this year.

Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 49

1. There are so many police at the entrance. Repeat.
2. There are so many police at the entrance. Change: people. [There are so many people at the entrance.]
3. There are so many people at the entrance. Change: in the toilet. [There are so many people in the toilet.]
4. There are so many people in the toilet. Change: at the exit. [There are so many people at the exit.]
5. There are so many people at the exit. Change: were. [There were so many people at the exit.]
6. There were so many people at the exit. Change: students. [There were so many students at the exit.]
7. There were so many students at the exit. Change: in the hall. [There were so many students in the hall.]
8. There were so many students in the hall. Change: elevator. [There were so many students in the elevator.]
9. There were so many students in the elevator. Change: visitors. [There were so many visitors in the elevator.]
10. There were so many visitors in the elevator. Change: at the counter. [There were so many visitors at the counter.]

Intermediate Sentence Expansion Drill

Listen to the teacher and follow the instructions.

Page 50

1. She said they had started. Repeat.
2. She said they had started. Add: the preparation. [She said they had started the preparation.]
3. She said they had started the preparation. Add: never. [She never said they had started the preparation.]
4. She never said they had started the preparation. Add: general. [She never said they had started the general preparation.]

Middle Syllable Pronunciation Drill

Listen to the teacher and repeat the words.

Page **51**

, or is a /ə/ .)

1. military
2. cupboard
3. medicine

Mixed Drill

Listen to the teacher and follow the instructions.

Page 52

1. Are you now in college? Repeat.
2. Are you now in college? Change: she. [Is she now in college?]
3. She is joining the organization. Repeat.
4. She is joining the organization. Change: has to. [She has to join the organization.]
5. Your safety should be your concern. Repeat.
6. Your safety should be your concern. Change: is. [Your safety is your concern.]
7. They entered the library. Repeat.
8. They entered the library. Add: didn't. [They didn't enter the library.]
9. He is joining the military. Repeat.
10. He is joining the military. Change: they. [They are joining the military.]

Basic Sentence Expansion Drill

Listen to the teacher and repeat the sentences.

Page 53

1. The door can be opened.
2. The door can be opened from the inside.
3. The big door can be opened from the inside.
4. The big door cannot be opened from the inside.
5. The big wooden door cannot be opened from the inside

Transformation Drill

Listen to the teacher and follow the instructions.

Page 54

1. Two new students entered college yesterday. Repeat.
2. Two new students entered college yesterday. Transform: who. [Who entered college yesterday?]
3. They are moving their things out of the prison. Repeat.
4. They are moving their things out of the prison. Transform: what. [What are they moving out of the prison?]
5. Some of the prisoners were moved out yesterday. Repeat.
6. Some of the prisoners were moved out yesterday. Transform: when. [When were some of the prisoners moved out?]
7. My friend is moving in with us. Repeat.
8. My friend is moving in with us. Transform: who. [Who is moving in with us?]
9. We are moving to this site. Repeat.
10. We are moving to this site. Transform: where. [Where are we moving to?]
11. She might not go to college this year. Repeat.
12. She might not go to college this year. Transform: when. [When might she not go to college?]

Intermediate Multiple-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 55

1. I had taken a bath before you called. Change: shower, came. [I had taken a shower before you came.]
2. I had taken a shower before you came. Change: medicine, she. [I had taken some medicine before she came.]
3. I had taken some medicine before she came. Change: the, spoke. [I had taken the medicine before she spoke.]
4. I had taken the medicine before she spoke. Change: avoided, he. [I had avoided the medicine before he spoke.]
5. I had avoided the medicine before he spoke. Change: person, responded. [I had avoided the person before he responded.]

Inflection Drill

Listen to the teacher and follow the instructions.

Page 56

1. She visited the hotel herself. Change: himself. [He visited the hotel himself.]
2. I am tired standing here at the entrance. Change: she. [She is tired standing here at the entrance.]
3. Let me know when you're ready. Change: he. [Let me know when he's ready.]
4. My little son is able to write his name. Change: our. [My little son is able to write our names.]
5. She thinks the hall is too big. Add: doesn't. [She doesn't think the hall is too big.]

Writing Exercise

Listen and type the sentences in the chat box.

Page 57

1. The visitors made their entry through that door.
2. The soldiers of the military may enter through the gate.
3. They had allowed people into the tunnel before the police told them to do it.
4. I thought you had informed us about the danger ahead.
5. They are going to build a hotel on this site.
6. The ministry moved into this building yesterday.
7. Well, she thought she had not told me about the danger there.
8. I knew that dad had built the cupboards at home.

VOCABULARY

Listen and repeat the words and sentences.

Page 58

Please refer to the definition file.



Page 59

Repetition Drill

Listen to the teacher and repeat the sentences.

Page 60

1. I would like to speak to the director.
2. I have seen the new movie of my favorite actor!
3. Everybody loves that actress.
4. I would like to watch a drama film tonight.
5. You must have confidence to be an actor.
6. They put so much effort into this film.
7. The audience might not like the show.
8. The recording took five months to finish.
9. An actor should have his own records of his films.
10. This movie is not as dramatic as the previous one.
11. The director wanted them to pretend that they were in love.
12. The audience can relate to the story.

Sound (Phoneme) Identification Drill

Listen to the teacher, repeat, and tick the correct sound.

	/f/	/v/
1. conf <u>i</u> dent		
2. eff <u>o</u> rt		
3. <u>e</u> verybody		
4. fav <u>o</u> rite		

	/f/	/v/
5. prev <u>i</u> ous		
6. mov <u>i</u> e		
7. diff <u>i</u> cult		
8. <u>v</u> ery		

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1. confident – [f/]
2. effort – [f/]
3. everybody – [v/]
4. favorite – [v/]
5. previous – [v/]
6. movie – [v/]
7. difficult– [f/]
8. very – [v/]

Intermediate Multiple-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 62

1. The director taught him to become a better actor. Repeat.
2. The director taught him to become a better actor. Change: her, actress. [The director taught her to become a better actress.]
3. The director taught her to become a better actress. Change: helped, good. [The director helped her to become a good actress.]
4. The director helped her to become a good actress. Change: movie, famous. [The movie helped her to become a famous actress.]
5. The movie helped her to become a famous actress. Change: made, proud. [The movie made her to become a proud actress.]
6. The movie made her become a proud actress. Change: film, dramatic. [The film made her to become a dramatic actress.]

Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 63

1. She needs confidence for the dramatic show. Repeat.
2. She needs confidence for the dramatic show. Change: he. [He needs confidence for the dramatic show.]
3. He needs confidence for the dramatic show. Change: effort. [He needs effort for the dramatic show.]
4. He needs effort for the dramatic show. Change: actors. [He needs actors for the dramatic show.]
5. He needs actors for the dramatic show. Change: movie. [He needs actors for the dramatic movie.]
6. He needs actors for the dramatic movie. Change: has. [He has actors for the dramatic movie.]
7. He has actors for the dramatic movie. Change: musical. [He has actors for the musical movie.]
8. He has actors for the musical movie. Change: singers. [He has singers for the musical movie.]
9. He has singers for the musical movie. Change: short. [He has singers for the short movie.]
10. He has singers for the short movie. Change: recording. [He has singers for the short recording.]

Basic Sentence Expansion Drill

Listen to the teacher and repeat the sentences.

Page 64

1. The audience must pretend that they can relate.
2. The audience must not pretend that they can relate.
3. The audience must not pretend that they can relate to the movie.
4. The audience must not pretend that they can relate to the dramatic movie.

Intermediate Sentence Expansion Drill

Listen to the teacher and follow the instructions.

Page 65

1. The recording was difficult. Repeat.
2. The recording was difficult. Add: for the actors. [The recording was difficult for the actors.]
3. The recording was difficult for the actors. Add: very. [The recording was very difficult for the actors.]
4. The recording was very difficult for the actors. Add: film. [The film recording was very difficult for the actors.]
5. The film recording was very difficult for the actors. Add: not. [The film recording was not very difficult for the actors.]

Mixed Drill

Listen to the teacher and follow the instructions.

Page 66

1. The actor said that recording a film in the prison is exciting. Repeat.
2. The actor said that recording a film in the prison is exciting. Change: director.
[The director said that recording a film in the prison is exciting.]
3. The director said that recording a film in the prison is exciting. Add: dramatic.
[The director said that recording a dramatic film in the prison is exciting.]
4. The director said that recording a dramatic film in the prison is exciting.
Change: he. [He said that recording a dramatic film in the prison is exciting.]
5. He said that recording a dramatic film in the prison is exciting. Change:
musical. [He said that recording a musical film in the prison is exciting.]
6. He said that recording a musical film in the prison is exciting. Change:
military. [He said that recording a musical film in the military is exciting.]
7. He said that recording a musical film in the military is exciting. Change: fun.
[He said that recording a musical film in the military is fun.]
8. He said that recording a musical film in the military is fun. Change: record.
[He said that recording a musical record in the military is fun.]
9. He said that recording a musical record in the military is fun. Change: looks.
[He said that recording a musical record in the military looks fun.]
10. He said that recording a musical record in the military looks fun. Add: very.
[He said that recording a musical record in the military looks very fun.]

Transformation Drill

Listen to the teacher and follow the instructions.

Page 67

1. I would like to see my favorite actress. Repeat.
2. I would like to see my favorite actress. Transform: who. [Who would I like to see?]
3. I can see his confidence. Repeat.
4. I can see his confidence. Transform: what. [What can I see?]
5. They did the recording yesterday. Repeat.
6. They did the recording yesterday. Transform: when. [When did they do the recording?]
7. I can relate to the story because it happened to me. Repeat.
8. I can relate to the story because it happened to me. Transform: why. [Why can I relate to the story?]
9. The famous actors and actresses are sitting at the back. Repeat.
10. The famous actors and actresses are sitting at the back. Transform: where. [Where are the famous actors and actresses sitting?]

Inflection Drill

Listen to the teacher and follow the instructions.

Page 68

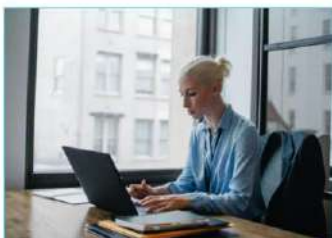
1. We are allowed to watch a movie tonight. Change: I. [I am allowed to watch a movie tonight.]
2. I saw Brad Pitt myself. Add: didn't. [I didn't see Brad Pitt myself.]
3. He was very dramatic in that film. Change: they. [They were very dramatic in that film.]
4. She had a movie before. Add: didn't. [She didn't have a movie before.]
5. The director was good. Add: staff. [The director and staff were good.]

VOCABULARY

Listen and repeat the words and sentences.

Page 69

Please refer to the definition file.



Page 70

Repetition Drill

Listen to the teacher and repeat the sentences.

Page 71

1. I haven't met this guy yet.
2. We make mistakes because we are humans.
3. A teacher knows the individual needs of her students.
4. Our company lawyer is really good.
5. I go to the dentist every six months.
6. The reporter asked so many questions.
7. The secretary let me get inside the office.
8. We spoke to an attorney about this problem.
9. Everybody knows this author.
10. Bicycles are the best means of transportation in this town.
11. Their individual abilities made the organization strong.
12. His quality as a lawyer is excellent.

Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 72

1. On the third floor is the office of the lawyer.
2. On the fifth floor is the office of the lawyer.
3. On the fifth floor is the office of the dentist.
4. On the fifth floor is the secretary of the dentist.
5. On the fifth floor is the secretary of the reporter.

Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 73

1. I know a very good lawyer. Repeat.
2. I know a very good lawyer. Change: nice. [I know a very nice lawyer.]
3. I know a very nice lawyer. Change: met. [I met a very nice lawyer.]
4. I met a very nice lawyer. Change: dentist. [I met a very nice dentist.]
5. I met a very nice dentist. Change: we. [We met a very nice dentist.]
6. We met a very nice dentist. Change: beautiful. [We met a very beautiful dentist.]
7. We met a very beautiful dentist. Change: reporter. [We met a very beautiful reporter.]
8. We met a very beautiful reporter. Change: asked. [We asked a very beautiful reporter.]
9. We asked a very beautiful reporter. Change: secretary. [We asked a very beautiful secretary.]
10. We asked a very beautiful secretary. Change: they. [They asked a very beautiful secretary.]

Basic Sentence Expansion Drill

Listen to the teacher and repeat the sentences.

Page 74

1. The quality of their work is excellent.
2. The quality of their individual work is excellent.
3. The quality of their individual work is not excellent.
4. The quality of their individual work is not very excellent.

Intermediate Sentence Expansion Drill

Listen to the teacher and follow the instructions.

Page 75

1. He is the author. Repeat.
2. He is the author. Add: with abilities. [He is the author with abilities.]
3. He is the author with abilities. Add: excellent. [He is the author with excellent abilities.]
4. He is the author with excellent abilities. Add: only. [He is the only author with excellent abilities.]

Mixed Drill

Listen to the teacher and follow the instructions.

Page 76

1. Each person has their individual attorneys to help them. Repeat.
2. Each person has their individual attorneys to help them. Change: own. [Each person has their own attorneys to help them.]
3. Each person has their own attorneys to help them. Change: everybody. [Everybody has their own attorneys to help them.]
4. Everybody has their own attorneys to help them. Change: secretary. [Everybody has their own secretary to help them.]
5. Everybody has their own secretary to help them. Change: assist. [Everybody has their own secretary to assist them.]
6. Everybody has their own secretary to assist them. Change: nobody. [Nobody has their own secretary to assist them.]
7. Nobody has their own secretary to assist them. Change: means. [Nobody has their own means to assist them.]
8. Nobody has their own means to assist them. Change: way. [Nobody has their own way to assist them.]
9. Nobody has their own way to assist them. Change: drive. [Nobody has their own way to drive them.]
10. Nobody has their own way to drive them. Add: around. [Nobody has their own way to drive them around.]
11. Nobody has their own way to drive them around. Add: actually. [Actually, nobody has their own way to drive them around.]

Transformation Drill

Listen to the teacher and follow the instructions.

Page 77

1. A guy asked for your number. Repeat.
2. A guy asked for your number. Transform: who. [Who asked for your number?]
3. Humans have feelings. Repeat.
4. Humans have feelings. Transform: what. [What do humans have?]
5. The means of living in the past were tough. Repeat.
6. The means of living in the past were tough. Transform: when. [When was the means of living tough?]
7. I asked a lawyer yesterday to help me. Repeat.
8. I asked a lawyer yesterday to help me. Transform: when. [When did I ask a lawyer to help me?]
9. They have to keep the good quality to earn more money. Repeat.
10. They have to keep the good quality to earn more money. Transform: why. [Why do they have to keep the good quality?]

Inflection Drill

Listen to the teacher and follow the instructions.

Page 78

1. The author of this book gave me a pen. Add: didn't. [The author of this book didn't give me a pen.]
2. I want to become a lawyer. Add: excellent. [I want to become an excellent lawyer.]
3. The secretary let the reporter in. Add: five. [The secretary let the five reporters in.]
4. They don't like the new means of communication nowadays. Change: she. [She doesn't like the new means of communication nowadays.]
5. He said that humans live and die. Add: didn't. [He didn't say that humans live and die.]

Sentence Chunking Drill

Practice the proper chunking of the following sentences.

1. Bicycles are the best means of transportation in this town.
2. They have to keep the good quality to earn more money.
3. The quality of their individual work is not very excellent.
4. A teacher knows the individual needs of her students.
5. Nobody has their own secretary to assist them.

Page 79

- [1. Bicycles are the best means of transportation | in this town.]
- [2. They have to keep the good quality | to earn more money.]
- [3. The quality of their individual work | is not very excellent.]
- [4. A teacher knows the individual needs | of her students.]
- [5. Nobody has their own secretary | to assist them.]

VOCABULARY

Listen and repeat the words and sentences.

Page **80**

Please refer to the definition file.



Asking For Permission 3

Do/ Would you mind if...

Page 82

To mind is to be bothered by someone or to dislike something.

For example: I mind if students are talking in the library because I can't study!

Do you mind if + present tense/ would you mind if + past tense ... is used to ask someone's permission in a polite way.

We use this to ask the other person or people if it won't bother or annoy them.

For example:

Would you mind if I opened the window? No, I wouldn't mind. Please open it.

Do you mind if your neighbors make some noise at night? Of course, I mind! I will ask them to be quiet or call the police.

Repetition Drill

Listen to the teacher and repeat the sentences.

Page 83

1. Would you mind if you shared your experience of being inside the prison with us?
2. He experienced that excitement when he was in London.
3. Would you mind if I canceled my appointment today with Attorney Smith?
4. Their trust in each other is extraordinary.
5. Do you think she would mind if I put my trust in a criminal?
6. Do you still trust him?
7. He is known for his achievements.
8. Would you mind if I wrote about your achievement in the newspaper?

Repetition Drill

Listen to the teacher and repeat the sentences.

Page 84

9. Her good qualities made her rich and successful.
10. Do you mind showing us the solution to this problem first?
11. I don't mind if the police give us so much protection.
12. Do you mind following the long process?
13. She doesn't mind if the procedure is complicated.
14. Do you mind keeping the proceedings of the meeting?
15. Does he mind if I cancel his schedule today?
16. She is friendly and has a good attitude.

Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 85

1. Would you mind if I canceled your lesson tomorrow?
2. Would you mind if I canceled her lesson tomorrow?
3. Would you mind if I canceled her appointment tomorrow?
4. Do you mind if I cancel her appointment tomorrow?
5. Do you mind if I change her appointment tomorrow?
6. Do you mind if we change her appointment tomorrow?
7. Do you mind if we change the appointment tomorrow?
8. Do you mind if we change the proceedings tomorrow?
9. Do you mind if we change the payment tomorrow?
10. Do you mind if we process the payment tomorrow?

Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 86

1. Would you mind if I asked you to change your attitude? Repeat.
2. Would you mind if I asked you to change your attitude? Change: style. [Would you mind if I asked you to change your style?]
3. Would you mind if I asked you to change your style? Change: told. [Would you mind if I told you to change your style?]
4. Would you mind if I told you to change your style? Change: friends. [Would you mind if I told you to change your friends?]
5. Would you mind if I told you to change your friends? Change: do. [Do you mind if I tell you to change your friends?]
6. Do you mind if I tell you to change your friends? Change: trust. [Do you mind if I tell you to trust your friends?]
7. Do you mind if I tell you to trust your friends? Change: they. [Do you mind if they tell you to trust your friends?]
8. Do you mind if they tell you to trust your friends? Change: his. [Do you mind if they tell you to trust his friends?]
9. Do you mind if they tell you to trust his friends? Change: procedure. [Do you mind if they tell you to trust his procedure?]
10. Do you mind if they tell you to trust his procedure? Change: ideas. [Do you mind if they tell you to trust his ideas?]

Basic Sentence Expansion Drill

Listen to the teacher and repeat the sentences.

Page 87

1. Would you mind if I told them?
2. Would you mind if I told them about your experience?
3. Would you mind if I told them about your experience in England?
4. Would you mind if I told them about your experience in London, England?
5. Would you mind if I didn't tell them about your experience in London, England?

Intermediate Sentence Expansion Drill

Listen to the teacher and follow the instructions.

Page 88

1. Do you mind if I change the process? Repeat.
2. Do you mind if I change the process? Add: payment. [Do you mind if I change the payment process?]
3. Do you mind if I change the payment process? Add: don't. [Do you mind if I don't change the payment process?]
4. Do you mind if I don't change the payment process? Add: later. [Do you mind if I don't change the payment process later?]
5. Do you mind if I don't change the payment process later? Add: last. [Do you mind if I don't change the last payment process later?]

Mixed Drill

Listen to the teacher and follow the instructions.

Page 89

1. Would you mind if I opened the door? Repeat.
2. Would you mind if I opened the door? Change: closed. [Would you mind if I closed the door?]
3. Would you mind if I closed the door? Add: wooden. [Would you mind if I closed the wooden door?]
4. Would you mind if I closed the wooden door? Change: cleaned. [Would you mind if I cleaned the wooden door?]
5. Would you mind if I cleaned the wooden door? Add: tomorrow. [Would you mind if I cleaned the wooden door tomorrow?]
6. Would you mind if I cleaned the wooden door tomorrow? Change: table. [Would you mind if I cleaned the wooden table tomorrow?]
7. Would you mind if I cleaned the wooden table tomorrow? Change: removed. [Would you mind if I removed the wooden table tomorrow?]
8. Would you mind if I removed the wooden table tomorrow? Change: rails. [Would you mind if I removed the wooden rails tomorrow?]
9. Would you mind if I removed the wooden rails tomorrow? Change: do. [Do you mind if I remove the wooden rails tomorrow?]
10. Do you mind if I remove the wooden rails tomorrow? Add: morning. [Do you mind if I remove the wooden rails tomorrow morning?]

Inflection Drill

Listen to the teacher and follow the instructions.

Page 90

1. It gives protection against the sun. Add: should. [It should give protection against the sun.]
2. She gave us solutions to the problem. Add: didn't. [She didn't give us solutions to the problem.]
3. This achievement is not as good as before. Change: these. [These achievements are not as good as before.]
4. I don't mind experiencing what you have just experienced. Change: he. [He doesn't mind experiencing what you have just experienced.]
5. She thinks that trust is very important in a relationship. Add: respect. [She thinks that trust and respect are very important in a relationship.]

Transformation Drill

Listen to the teacher and follow the instructions.

Page 91

1. My secretary has all the proceedings of the meeting. Repeat.
2. My secretary has all the proceedings of the meeting. Transform: who. [Who has all the proceedings of the meeting?]
3. Money is the solution to their problem. Repeat.
4. Money is the solution to their problem. Transform: what. [What is the solution to their problem?]
5. The procedure was done yesterday. Repeat.
6. The procedure was done yesterday. Transform: when. [When was the procedure done?]
7. I experienced singing in public in Japan. Repeat.
8. I experienced singing in public in Japan. Transform: where. [Where did you experience singing in public?]
9. The lawyer was given protection from the police. Repeat.
10. The lawyer was given protection from the police. Transform: who. [Who was given protection from the police?]

Question Intonation Drill

Listen and practice the intonation of these questions.

- 1. Can I have a glass of water, please?**
- 2. What is the solution to their problem?**
- 3. Would you mind if I closed the door?**
- 4. Do you mind if I tell you to trust his ideas?**
- 5. Who has all the proceedings of the meeting?**

Page 92

[1. Can I have a glass of water, please? ↗]

[2. What is the solution to their problem? ↘]

[3. Would you mind if I closed the door? ↗]

[4. Do you mind if I tell you to trust his ideas? ↗]

[5. Who has all the proceedings of the meeting? ↘]

Verb-based Question Exercise

Change the given sentences into asking permission form using the given modals or words in parenthesis.

Example: (may) You want to go out. → May I go out?

1. (can) You want to have a glass of water.
2. (may) You want to speak.
3. (do you mind...) You want to turn on the radio.
4. (would you mind...) You want to use someone else's pen.
5. (could) You are asking for help.

Page 93

[1. Can I have a glass of water, please?]

[2. May I speak?]

[3. Do you mind if I turn on the radio?]

[4. Would you mind if I used your pen?]

[5. Could you help me?]

- 1. I would like to speak to the director.**
- 2. I have seen the new movie of my favorite actor!**
- 3. Everybody loves that actress.**
- 4. I would like to watch a drama film tonight.**
- 5. You must have confidence to be an actor.**

- 6. They put so much effort into this film.**
- 7. The audience might not like the show.**
- 8. The recording took five months to finish.**
- 9. An actor should have his own records of his films.**
- 10. This movie is not as dramatic as the previous one.**

- 1. I haven't met this guy yet.**
- 2. We make mistakes because we are humans.**
- 3. A teacher knows the individual needs of her students.**
- 4. Our company lawyer is really good.**
- 5. I go to the dentist every six months.**
- 6. The reporter asked so many questions.**

- 7. The secretary let me get inside the office.**
- 8. We spoke to an attorney about this problem.**
- 9. Everybody knows this author.**
- 10. Bicycles are the best means of transportation in this town.**
- 11. Their individual abilities made the organization strong.**
- 12. His quality as a lawyer is excellent.**

1. Would you mind if you shared your experience of being inside the prison with us?
2. He experienced that excitement when he was in London.
3. Would you mind if I canceled my appointment today with Attorney Smith?
4. Their trust in each other is extraordinary.
5. Do you think she would mind if I put my trust in a criminal?
6. Do you still trust him?

- 7. He is known for his achievements.**
- 8. Would you mind if I wrote about your achievement in the newspaper?**
- 9. Her good qualities made her rich and successful.**
- 10. Do you mind if you show us the solution to this problem first?**
- 11. I don't mind if the police give us so much protection.**
- 12. Do you mind following the long process?**

Sound (Phoneme) Identification Drill

Listen to the teacher, repeat, and tick the correct sound.

	/f/	/v/
1. conf <u>i</u> dent		
2. eff <u>o</u> rt		
3. <u>e</u> verybody		
4. fav <u>o</u> rite		

	/f/	/v/
5. prev <u>i</u> ous		
6. mov <u>i</u> e		
7. diff <u>i</u> cult		
8. <u>v</u> ery		

Page **100**

1. confident – [f/]
2. effort – [f/]
3. everybody – [v/]
4. favorite – [v/]
5. previous – [v/]
6. movie – [v/]
7. difficult– [f/]
8. very – [v/]

Intermediate Multiple-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page **101**

1. The director taught him to become a better actor. Repeat.
2. The director taught him to become a better actor. Change: her, actress. [The director taught her to become a better actress.]
3. The director taught her to become a better actress. Change: helped, good. [The director helped her to become a good actress.]
4. The director helped her to become a good actress. Change: movie, famous. [The movie helped her to become a famous actress.]
5. The movie helped her to become a famous actress. Change: made, proud. [The movie made her to become a proud actress.]
6. The movie made her to become a proud actress. Change: film, dramatic. [The film made her to become a dramatic actress.]

Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 102

1. I know a very good lawyer. Repeat.
2. I know a very good lawyer. Change: nice. [I know a very nice lawyer.]
3. I know a very nice lawyer. Change: met. [I met a very nice lawyer.]
4. I met a very nice lawyer. Change: dentist. [I met a very nice dentist.]
5. I met a very nice dentist. Change: we. [We met a very nice dentist.]
6. We met a very nice dentist. Change: beautiful. [We met a very beautiful dentist.]
7. We met a very beautiful dentist. Change: reporter. [We met a very beautiful reporter.]
8. We met a very beautiful reporter. Change: asked. [We asked a very beautiful reporter.]
9. We asked a very beautiful reporter. Change: secretary. [We asked a very beautiful secretary.]
10. We asked a very beautiful secretary. Change: they. [They asked a very beautiful secretary.]

Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 103

1. Would you mind if I canceled your lesson tomorrow?
2. Would you mind if I canceled her lesson tomorrow?
3. Would you mind if I canceled her appointment tomorrow?
4. Do you mind if I cancel her appointment tomorrow?
5. Do you mind if I change her appointment tomorrow?
6. Do you mind if we change her appointment tomorrow?
7. Do you mind if we change the appointment tomorrow?
8. Do you mind if we change the proceedings tomorrow?
9. Do you mind if we change the payment tomorrow?
10. Do you mind if we process the payment tomorrow?

Intermediate Sentence Expansion Drill

Listen to the teacher and follow the instructions.

Page **104**

1. Do you mind if I change the process? Repeat.
2. Do you mind if I change the process? Add: payment. [Do you mind if I change the payment process?]
3. Do you mind if I change the payment process? Add: don't. [Do you mind if I don't change the payment process?]
4. Do you mind if I don't change the payment process? Add: later. [Do you mind if I don't change the payment process later?]
5. Do you mind if I don't change the payment process later? Add: last. [Do you mind if I don't change the last payment process later?]

Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 105

1. She needs confidence for the dramatic show. Repeat.
2. She needs confidence for the dramatic show. Change: he. [He needs confidence for the dramatic show.]
3. He needs confidence for the dramatic show. Change: effort. [He needs effort for the dramatic show.]
4. He needs effort for the dramatic show. Change: actors. [He needs actors for the dramatic show.]
5. He needs actors for the dramatic show. Change: movie. [He needs actors for the dramatic movie.]
6. He needs actors for the dramatic movie. Change: has. [He has actors for the dramatic movie.]
7. He has actors for the dramatic movie. Change: musical. [He has actors for the musical movie.]
8. He has actors for the musical movie. Change: singers. [He has singers for the musical movie.]
9. He has singers for the musical movie. Change: short. [He has singers for the short movie.]
10. He has singers for the short movie. Change: recording. [He has singers for the short recording.]

Mixed Drill

Listen to the teacher and follow the instructions.

Page 106

1. Would you mind if I opened the door? Repeat.
2. Would you mind if I opened the door? Change: closed. [Would you mind if I closed the door?]
3. Would you mind if I closed the door? Add: wooden. [Would you mind if I closed the wooden door?]
4. Would you mind if I closed the wooden door? Change: cleaned. [Would you mind if I cleaned the wooden door?]
5. Would you mind if I cleaned the wooden door? Add: tomorrow. [Would you mind if I cleaned the wooden door tomorrow?]
6. Would you mind if I cleaned the wooden door tomorrow? Change: table. [Would you mind if I cleaned the wooden table tomorrow?]
7. Would you mind if I cleaned the wooden table tomorrow? Change: removed. [Would you mind if I removed the wooden table tomorrow?]
8. Would you mind if I removed the wooden table tomorrow? Change: rails. [Would you mind if I removed the wooden rails tomorrow?]
9. Would you mind if I removed the wooden rails tomorrow? Change: do. [Do you mind if I remove the wooden rails tomorrow?]
10. Do you mind if I remove the wooden rails tomorrow? Add: morning. [Do you mind if I remove the wooden rails tomorrow morning?]

Sentence Chunking Drill

Practice the proper chunking of the following sentences.

- 1. Bicycles are the best means of transportation in this town.**
- 2. They have to keep the good quality to earn more money.**
- 3. The quality of their individual work is not very excellent.**
- 4. A teacher knows the individual needs of her students.**
- 5. Nobody has their own secretary to assist them.**

Page 107

- [1. Bicycles are the best means of transportation | in this town.]
- [2. They have to keep the good quality | to earn more money.]
- [3. The quality of their individual work | is not very excellent.]
- [4. A teacher knows the individual needs | of her students.]
- [5. Nobody has their own secretary | to assist them.]

Transformation Drill

Listen to the teacher and follow the instructions.

Page 108

1. I would like to see my favorite actress. Repeat.
2. I would like to see my favorite actress. Transform: who. [Who would I like to see?]
3. I can see his confidence. Repeat.
4. I can see his confidence. Transform: what. [What can I see?]
5. They did the recording yesterday. Repeat.
6. They did the recording yesterday. Transform: when. [When did they do the recording?]
7. I can relate to the story because it happened to me. Repeat.
8. I can relate to the story because it happened to me. Transform: why. [Why can I relate to the story?]
9. The famous actors and actresses are sitting at the back. Repeat.
10. The famous actors and actresses are sitting at the back. Transform: where. [Where are the famous actors and actresses sitting?]

Inflection Drill

Listen to the teacher and follow the instructions.

Page 109

1. It gives protection against the sun. Add: should. [It should give protection against the sun.]
2. She gave us solutions to the problem. Add: didn't. [She didn't give us solutions to the problem.]
3. This achievement is not as good as before. Change: these. [These achievements are not as good as before.]
4. I don't mind experiencing what you have just experienced. Change: he. [He doesn't mind experiencing what you have just experienced.]
5. She thinks that trust is very important in a relationship. Add: respect. [She thinks that trust and respect are very important in a relationship.]

Question Intonation Drill

Listen and practice the intonation of these questions.

- 1. Can I have a glass of water, please?**
- 2. What is the solution to their problem?**
- 3. Would you mind if I closed the door?**
- 4. Do you mind if I tell you to trust his ideas?**
- 5. Who has all the proceedings of the meeting?**

Page 110

[1. Can I have a glass of water, please? ↗]

[2. What is the solution to their problem? ↘]

[3. Would you mind if I closed the door? ↗]

[4. Do you mind if I tell you to trust his ideas? ↗]

[5. Who has all the proceedings of the meeting? ↘]

Writing Substitution Exercise

Listen, type the sentences, and follow the instructions.

Page **111**

1. She needs confidence for the dramatic show. Write.

Change: he – [He needs confidence for the dramatic show.]

2. The actor said that recording a film in the prison is exciting. Write.

Change: director – [The director said that recording a film in the prison is exciting.]

3. Everybody has their own secretary to help them. Write.

Change: assist – [Everybody has their own secretary to assist them.]

4. They don't like the new means of communication nowadays. Write.

Change: she – [She doesn't like the new means of communication nowadays.]

5. Do you mind if I tell you to change your friends? Write.

Change: trust – [Do you mind if I tell you to trust your friends?]

6. He said that recording a musical film in the prison is exciting. Write.

Change: military – [He said that recording a musical film in the military is exciting.]

7. He was very dramatic in that film. Write.

Change: they – [They were very dramatic in that film.]

VOCABULARY

Listen and repeat the words and sentences.

Page **112**

Please refer to the definition file.



Repetition Drill

Listen to the teacher and repeat the sentences.

Page **114**

1. There are still some honest politicians.
2. His political views were considered by the people.
3. I don't want to talk about politics.
4. The government is trying hard to improve the country.
5. This law is unfair.
6. The police should protect people from bad people.
7. A government official must have good leadership.
8. Asian culture is different from European culture.
9. Do you have the authority to approve these proceedings?
10. The president has the authority to remove lazy people from the government.
11. Our president is a good leader.
12. A king should be an understanding leader.

Intermediate Multiple-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 115

1. If I were the president of this country, I would make everybody rich. Repeat.
2. If I were the president of this country, I would make everybody rich. Change: give, money. [If I were the president of this country, I would give everybody money.]
3. If I were the president of this country, I would give everybody money. Change: company, them. [If I were the president of this company, I would give them money.]
4. If I were the president of this company, I would give them money. Change: leader, organization. [If I were the leader of this organization, I would give them money.]
5. If I were the leader of this organization, I would give them money. Change: protect, often. [If I were the leader of this organization, I would protect them often.]

Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 116

1. She was a very honest official in the country. Repeat.
2. She was a very honest official in the country. Change: famous. [She was a very famous official in the country.]
3. She was a very famous official in the country. Change: politician. [She was a very famous politician in the country.]
4. She was a very famous politician in the country. Change: he. [He was a very famous politician in the country.]
5. He was a very famous politician in the country. Change: serious. [He was a very serious politician in the country.]
6. He was a very serious politician in the country. Change: king. [He was a very serious king in the country.]
7. He was a very serious king in the country. Change: leader. [He was a very serious leader in the country.]
8. He was a very serious leader in the country. Change: dangerous. [He was a very dangerous leader in the country.]
9. He was a very dangerous leader in the country. Change: state. [He was a very dangerous leader in the state.]
10. He was a very dangerous leader in the state. Change: government. [He was a very dangerous leader in the government.]

Basic Sentence Expansion Drill

Listen to the teacher and repeat the sentences.

Page 117

1. The leadership of the king is as good as his father's.
2. The political leadership of the king is as good as his father's.
3. The political leadership of the king is not as good as his father's.
4. The political leadership of the king is not as good as his late father's.

Intermediate Sentence Expansion Drill

Listen to the teacher and follow the instructions.

Page **118**

1. The president has to change the laws. Add: of the country. [The president has to change the laws of the country.]
2. The president has to change the laws of the country. Add: the authority. [The president has the authority to change the laws of the country.]
3. The president has the authority to change the laws of the country. Add: unfair. [The president has the authority to change the unfair laws of the country.]
4. The president has the authority to change the unfair laws of the country. Add: new. [The new president has the authority to change the unfair laws of the country.]

Transformation Drill

Listen to the teacher and follow the instructions.

Page 119

1. The youth don't care about politics. Repeat.
2. The youth don't care about politics. Transform: who. [Who doesn't care about politics?]
3. They had a very strange culture in the past. Repeat.
4. They had a very strange culture in the past. Transform: when. [When did they have a very strange culture?]
5. The soldiers protect the king. Repeat.
6. The soldiers protect the king. Transform: who. [Who protects the king?]
7. She is still working in the offices of the government. Repeat.
8. She is still working in the offices of the government. Transform: where. [Where is she still working?]
9. We understand the processes of the government. Repeat.
10. We understand the processes of the government. Transform: what. [What do we understand?]

Inflection Drill

Listen to the teacher and follow the instructions.

Page 120

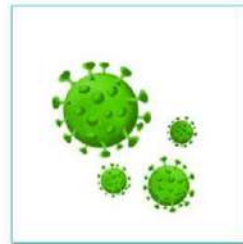
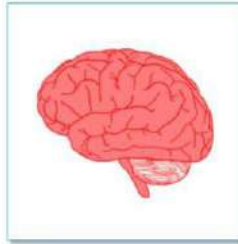
1. They were having problems with the government. Change: don't. [They don't have problems with the government.]
2. They love to talk about politics. Change: he. [He loves to talk about politics.]
3. A king should protect his people. Change: kings. [Kings should protect their people.]
4. She wants to change the law herself. Change: himself. [He wants to change the law himself.]
5. The president is having a meeting. Change: presidents. [The presidents are having a meeting.]

VOCABULARY

Listen and repeat the words and sentences.

Page **121**

Please refer to the definition file.



Repetition Drill

Listen to the teacher and repeat the sentences.

Page 123

1. Blood is thick and red.
2. She broke some of her bones when she was little.
3. Doctors studied his brain.
4. We study the human brain.
5. They hit him in the chest.
6. We went to the hospital to treat the pain.
7. The medical treatment is really expensive.
8. There is no available medicine for the virus.
9. Maria treated us to dinner.

Repetition Drill

Listen to the teacher and repeat the sentences.

Page 124

10. We can prevent it by being careful.
11. They are worried about you.
12. He worries a lot.
13. Your worries won't help you.
14. His shirt has blood on it.
15. Let's make our brains think!
16. Their treatment towards us was really nice.
17. I got a cold yesterday, so I was absent.

Sound (Phoneme) Identification Drill

Listen to the teacher, repeat, and tick the correct sound.

	/l/	/r/
1. l <u>a</u> w		
2. l <u>e</u> ader		
3. t <u>r</u> eat		
4. b <u>l</u> ood		
5. c <u>o</u> lds		

	/l/	/r/
6. w <u>o</u> rry		
7. p <u>r</u> otect		
8. l <u>i</u> st		
9. c <u>o</u> ll <u>e</u> ge		
10. r <u>e</u> c <u>o</u> rd		

Page 125

1. law – [l/]
2. leader – [l/]
3. treat – [r/]
4. blood – [l/]
5. colds – [l/]
6. worry – [r/]
7. protect – [r/]
8. list – [l/]
9. college – [l/]
10. record – [r/]

Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 126

1. My cousin has a problem with her bones. Repeat.
2. My cousin has a problem with her bones. Change: his. [His cousin has a problem with her bones.]
3. His cousin has a problem with her bones. Change: daughter. [His daughter has a problem with her bones.]
4. His daughter has a problem with her bones. Change: chest. [His daughter has a problem with her chest.]
5. His daughter has a problem with her chest. Change: blood. [His daughter has a problem with her blood.]
6. His daughter has a problem with her blood. Change: sister. [His sister has a problem with her blood.]
7. His sister has a problem with her blood. Change: doctor. [His sister has a problem with her doctor.]
8. His sister has a problem with her doctor. Change: conversation. [His sister has a conversation with her doctor.]
9. His sister has a conversation with her doctor. Change: had. [His sister had a conversation with her doctor.]
10. His sister had a conversation with her doctor. Change: appointment. [His sister had an appointment with her doctor.]

Intermediate Multiple-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 127

1. They are worried about their colds. Repeat.
2. They are worried about their colds. Change: we, our. [We are worried about our colds.]
3. We are worried about our colds. Change: were, scared. [We were scared about our colds.]
4. We were scared about our colds. Change: of, neighbor. [We were scared of our neighbor.]
5. We were scared of our neighbor. Change: he, is. [He is scared of our neighbor.]

Basic Sentence Expansion Drill

Listen to the teacher and repeat the sentences.

Page **128**

1. We should prevent colds.
2. We should prevent colds and viruses.
3. We should wash to prevent colds and viruses.
4. We should wash our hands to prevent colds and viruses.
5. We should wash our hands often to prevent colds and viruses.

Intermediate Sentence Expansion Drill

Listen to the teacher and follow the instructions.

Page 129

1. My doctor has treated people. Repeat.
2. My doctor has treated people. Add: successfully. [My doctor has successfully treated people.]
3. My doctor has successfully treated people. Add: many. [My doctor has successfully treated many people.]
4. My doctor has successfully treated many people. Add: before. [My doctor has successfully treated many people before.]

Intermediate Sentence Expansion Drill

Listen to the teacher and follow the instructions.

Page **130**

1. Our parents treat us. Repeat.
2. Our parents treat us. Add: will. [Our parents will treat us.]
3. Our parents will treat us. Add: to coffee. [Our parents will treat us to coffee.]
4. Our parents will treat us to coffee. Add: tomorrow. [Our parents will treat us to coffee tomorrow.]
5. Our parents will treat us to coffee tomorrow. Add: night. [Our parents will treat us to coffee tomorrow night.]

Mixed Drill

Listen to the teacher and follow the instructions.

Page **131**

1. She worries about her job. Repeat.
2. She worries about her job. Change: health. [She worries about her health.]
3. She worries about her health. Change: mother. [She worries about her mother.]
4. She worries about her mother. Add: a lot. [She worries a lot about her mother.]
5. She worries a lot about her mother. Change: their. [She worries a lot about their mother.]
6. She worries a lot about their mother. Change: safety. [She worries a lot about their safety.]
7. She worries a lot about their safety. Add: outside. [She worries a lot about their safety outside.]
8. She worries a lot about their safety outside. Change: he. [He worries a lot about their safety outside.]
9. He worries a lot about their safety outside. Change: pets. [He worries a lot about their pets outside.]
10. He worries a lot about their pets outside. Add: cute. [He worries a lot about their cute pets outside.]

Transformation Drill

Listen to the teacher and follow the instructions.

Page 132

1. The doctor's treatment is very good. Repeat.
2. The doctor's treatment is very good. Transform: whose. [Whose treatment is very good?]
3. His student caught a cold because the weather was bad yesterday. Repeat.
4. His student caught a cold because the weather was bad yesterday. Transform: why. [Why did his student catch a cold?]
5. His worries make him sick. Repeat.
6. His worries make him sick. Transform: what. [What makes him sick?]
7. We can prevent accidents on the road if we are careful. Repeat.
8. We can prevent accidents on the road if we are careful. Transform: what. [What can we prevent on the road if we are careful?]
9. I broke a bone when I was young. Repeat.
10. I broke a bone when I was young. Transform: when. [When did I break a bone?]
11. He is a very good brain doctor. Repeat.
12. He is a very good brain doctor. Transform: not. [He is not a very good brain doctor.]

VOCABULARY

Listen and repeat the words and sentences.

Page **133**

Please refer to the definition file.





Talking About The Conditions for a State or Events 2**even, even though, not even**

Page 136

1. We use even to emphasize that something is surprising or not likely.

For example, the children cleaned the whole house. They even cleaned the garden.

2. We use even though as a stronger way to say though or although and we use this to emphasize a difference.

For example, Even though I didn't like the food, I still ate it.

3. We use not even to emphasize that something has not happened or is not there.

For example, He did not even ask who owned the book. He just took it.

Repetition Drill

Listen to the teacher and repeat the sentences.

Page 137

1. We have to follow even the unimportant rules in the organization.
2. They don't even fear the strongest.
3. We don't even care about the punishments.
4. They still even contributed a little.
5. My sister turned down the chance to go to China.
6. Even though a murder happened in that place, they still go there!
7. Their employees signed the terms and agreement even though they're not legal.
8. Even though most of the medical terms are difficult, the students have to remember them.

Repetition Drill

Listen to the teacher and repeat the sentences.

Page **138**

9. The king still rules his country well even though he is seriously sick.
10. They looked into the murder even though it was really dangerous.
11. They aren't happy with everything, not even with the contribution.
12. He's not making any noise, not even a small sound.
13. He did not even consider having peace in this country.
14. He did not even finish his term as a president.
15. The punishment is not even fair!

Word Stress Drill

Listen to the teacher and repeat the words.

Page **139**

1. political
2. politician
3. government
4. authority
5. contribution
6. contribute
7. prevent
8. worried

Intermediate Multiple-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 140

1. She could even rule the organization herself. Repeat.
2. She could even rule the organization herself. Change: change, can. [She can even change the organization herself.]
3. She can even change the organization herself. Change: He, himself. [He can even change the organization himself.]
4. He can even change the organization himself. Change: look into, terms. [He can even look into the terms himself.]
5. He can even look into the terms himself. Change: check, must. [He must even check the terms himself.]
6. He must even check the terms himself. Change: you, yourself. [You must even check the terms yourself.]

Basic Sentence Expansion Drill

Listen to the teacher and repeat the sentences.

Page **141**

1. The people fear the city because of a murder.
2. The people fear the city because of a single murder.
3. The people now fear the city because of a single murder.
4. The people now fear the city because of a terrible single murder.

Intermediate Sentence Expansion Drill

Listen to the teacher and follow the instructions.

Page 142

1. Even though the noise was loud, he was able to study. Repeat.
2. Even though the noise was loud, he was able to study. Add: still. [Even though the noise was loud, he was still able to study.]
3. Even though the noise was loud, he was still able to study. Add: very. [Even though the noise was very loud, he was still able to study.]
4. Even though the noise was very loud, he was still able to study. Add: hard. [Even though the noise was very loud, he was still able to study hard.]
5. Even though the noise was very loud, he was still able to study hard. Add: and annoying. [Even though the noise was very loud and annoying, he was still able to study hard.]

Intermediate Sentence Expansion Drill

Listen to the teacher and follow the instructions.

Page **143**

1. They turned down the terms. Repeat.
2. They turned down the terms. Add: agreement. [They turned down the terms and the agreement.]
3. They turned down the terms and agreement. Add: company's. [They turned down the company's terms and the agreement.]
4. They turned down the company's terms and the agreement. Add: didn't. [They didn't turn down the company's terms and the agreement.]
5. They didn't turn down the company's terms and the agreement. Add: last week. [Last week, they didn't turn down the company's terms and the agreement.]

Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 144

1. Would you mind if I stopped this? Repeat.
2. Would you mind if I stopped this? Change: turned down. [Would you mind if I turned this down?]
3. Would you mind if I turned this down? Change: do. [Do you mind if I turn this down?]
4. Do you mind if I turn this down? Change: music. [Do you mind if I turn the music down?]
5. Do you mind if I turn the music down? Change: she. [Does she mind if I turn the music down?]

Inflection Drill

Listen to the teacher and follow the instructions.

Page 145

1. Even though he contributed time and effort, their leader still doesn't care. Add: is. [Even though he is contributing time and effort, their leader still doesn't care.]
2. He is now in his second term in the position. Change: she. [She is now in her second term in the position.]
3. Even this child knows the meaning of the term. Change: children. [Even these children know the meaning of the term.]
4. The leader of the country discussed world peace. Add: should. [The leader of the country should discuss world peace.]
5. They don't even look into the quality of his work. Change: she. [She doesn't even look into the quality of his work.]

Transformation Drill

Listen to the teacher and follow the instructions.

Page 146

1. I'm going to turn down the TV's volume. Repeat.
2. I'm going to turn down the TV's volume. Transform: what. [What am I going to turn down?]
3. My lawyer is going to look into these terms. Repeat.
4. My lawyer is going to look into these terms. Transform: who. [Who is going to look into these terms?]
5. A murder happened last night. Repeat.
6. A murder happened last night. Transform: when. [When did a murder happen?]
7. I know there is still love and peace in this village. Repeat.
8. I know there is still love and peace in this village. Transform: where. [Where do I know there is still love and peace?]
9. They promised to look into the procedure. Repeat.
10. They promised to look into the procedure. Add: didn't. [They didn't promise to look into the procedure.]

Sentence Chunking Drill

Practice the proper chunking of the following sentences.

- 1. Asian culture is different from European culture.**
- 2. The presidents are having a meeting.**
- 3. She broke some of her bones when she was little.**
- 4. We have to follow even the unimportant rules
in the organization.**
- 5. He is even now on his second term in the position.**

Page 147

[1. Asian culture is different | from European culture.]

[2. The presidents are having a meeting.]

[3. She broke some of her bones | when she was little.]

[4. We have to follow even the unimportant rules | in the organization.]

[5. He is even now on his second term | in the position.]

- 1. There are still some honest politicians.**
- 2. His political views were considered by the people.**
- 3. I don't want to talk about politics.**
- 4. The government is trying hard to improve the country.**
- 5. This law is unfair.**

- 6. The police should protect people from bad people.**
- 7. A government official must have good leadership.**
- 8. Asian culture is different from European culture.**
- 9. Do you have the authority to approve these proceedings?**
- 10. The president has the authority to remove lazy people from the government.**

- 1. Blood is thick and red.**
- 2. She broke some of her bones when she was little.**
- 3. Doctors studied his brain.**
- 4. We study the human brain.**
- 5. They hit him in the chest.**
- 6. We went to the hospital to treat the pain.**

- 7. The medical treatment is really expensive.**
- 8. There is no available medicine for the virus.**
- 9. Maria treated us to dinner.**
- 10. We can prevent it by being careful**
- 11. They are worried about you.**
- 12. He worries a lot.**

- 1. We have to follow even the unimportant rules
in the organization.**
- 2. They don't even fear the strongest.**
- 3. We don't even care about the punishments.**
- 4. They still contributed even a little.**
- 5. My sister turned down the chance to go to China.**
- 6. Even though a murder happened in that place,
they still go there!**

7. Their employees signed the terms and agreement even though it's not legal.
8. Even though most of the medical terms are difficult, the students have to remember them.
9. The king still rules his country well even though he is seriously sick.
10. They looked into the murder even though it was really dangerous.
11. They aren't happy with everything, not even with the contribution.
12. He's not making any noise, not even a small sound.

Basic Sentence Expansion Drill

Listen to the teacher and repeat the sentences.

Page 154

1. The leadership of the king is as good as his father's.
2. The political leadership of the king is as good as his father's.
3. The political leadership of the king is not as good as his father's.
4. The political leadership of the king is not as good as his late father's.

Sound (Phoneme) Identification Drill

Listen to the teacher, repeat, and tick the correct sound.

	/l/	/r/
1. <u>l</u> aw		
2. <u>l</u> ead <u>e</u> r		
3. <u>t</u> reat		
4. b <u>l</u> ood		
5. co <u>l</u> ds		

	/l/	/r/
6. wo <u>r</u> ry		
7. p <u>r</u> ot <u>e</u> ct		
8. <u>l</u> ist		
9. co <u>l</u> lege		
10. re <u>c</u> ord		

Page 155

1. law – [l/]
2. leader – [l/]
3. treat – [r/]
4. blood – [l/]
5. colds – [l/]
6. worry – [r/]
7. protect – [r/]
8. list – [l/]
9. college – [l/]
10. record – [r/]

Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 156

1. My cousin has a problem with her bones. Repeat.
2. My cousin has a problem with her bones. Change: his. [His cousin has a problem with her bones.]
3. His cousin has a problem with her bones. Change: daughter. [His daughter has a problem with her bones.]
4. His daughter has a problem with her bones. Change: chest. [His daughter has a problem with her chest.]
5. His daughter has a problem with her chest. Change: blood. [His daughter has a problem with her blood.]
6. His daughter has a problem with her blood. Change: sister. [His sister has a problem with her blood.]
7. His sister has a problem with her blood. Change: doctor. [His sister has a problem with her doctor.]
8. His sister has a problem with her doctor. Change: conversation. [His sister has a conversation with her doctor.]
9. His sister has a conversation with her doctor. Change: had. [His sister had a conversation with her doctor.]
10. His sister had a conversation with her doctor. Change: appointment. [His sister had an appointment with her doctor.]

Intermediate Multiple-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 157

1. She could even rule the organization herself. Repeat.
2. She could even rule the organization herself. Change: change, can. [She can even change the organization herself.]
3. She can even change the organization herself. Change: He, himself. [He can even change the organization himself.]
4. He can even change the organization himself. Change: look into, terms. [He can even look into the terms himself.]
5. He can even look into the terms himself. Change: check, must. [He must even check the terms himself.]
6. He must even check the terms himself. Change: you, yourself. [You must even check the terms yourself.]

Intermediate Sentence Expansion Drill

Listen to the teacher and follow the instructions.

Page **158**

1. The president has to change the laws. Add: of the country. [The president has to change the laws of the country.]
2. The president has to change the laws of the country. Add: the authority. [The president has the authority to change the laws of the country.]
3. The president has the authority to change the laws of the country. Add: unfair. [The president has the authority to change the unfair laws of the country.]
4. The president has the authority to change the unfair laws of the country. Add: new. [The new president has the authority to change the unfair laws of the country.]

Mixed Drill

Listen to the teacher and follow the instructions.

Page 159

1. She worries about her job. Repeat.
2. She worries about her job. Change: health. [She worries about her health.]
3. She worries about her health. Change: mother. [She worries about her mother.]
4. She worries about her mother. Add: a lot. [She worries a lot about her mother.]
5. She worries a lot about her mother. Change: their. [She worries a lot about their mother.]
6. She worries a lot about their mother. Change: safety. [She worries a lot about their safety.]
7. She worries a lot about their safety. Add: outside. [She worries a lot about their safety outside.]
8. She worries a lot about their safety outside. Change: he. [He worries a lot about their safety outside.]
9. He worries a lot about their safety outside. Change: pets. [He worries a lot about their pets outside.]
10. He worries a lot about their pets outside. Add: cute. [He worries a lot about their cute pets outside.]

Word Stress Drill

Listen to the teacher and repeat the words.

Page **160**

1. political
2. politician
3. government
4. authority
5. contribution
6. contribute
7. prevent
8. worried

Intermediate Sentence Expansion Drill

Listen to the teacher and follow the instructions.

Page 161

1. Even though the noise was loud, he was able to study. Repeat.
2. Even though the noise was loud, he was able to study. Add: still. [Even though the noise was loud, he was still able to study.]
3. Even though the noise was loud, he was still able to study. Add: very. [Even though the noise was very loud, he was still able to study.]
4. Even though the noise was very loud, he was still able to study. Add: hard. [Even though the noise was very loud, he was still able to study hard.]
5. Even though the noise was very loud, he was still able to study hard. Add: and annoying. [Even though the noise was very loud and annoying, he was still able to study hard.]

Sentence Chunking Drill

Practice the proper chunking of the following sentences.

- 1. Asian culture is different from European culture.**
- 2. The presidents are having a meeting.**
- 3. She broke some of her bones when she was little.**
- 4. We have to follow even the unimportant rules
in the organization.**
- 5. He is even now on his second term in the position.**

Page 162

[1. Asian culture is different | from European culture.]

[2. The presidents are having a meeting.]

[3. She broke some of her bones | when she was little.]

[4. We have to follow even the unimportant rules | in the organization.]

[5. He is even now on his second term | in the position.]

Transformation Drill

Listen to the teacher and follow the instructions.

Page 163

1. The doctor's treatment is very good. Repeat.
2. The doctor's treatment is very good. Transform: whose. [Whose treatment is very good?]
3. His student caught a cold because the weather was bad yesterday. Repeat.
4. His student caught a cold because the weather was bad yesterday. Transform: why. [Why did his student catch a cold?]
5. His worries make him sick. Repeat.
6. His worries make him sick. Transform: what. [What makes him sick?]
7. We can prevent accidents on the road if we are careful. Repeat.
8. We can prevent accidents on the road if we are careful. Transform: what. [What can we prevent on the road if we are careful?]
9. I broke a bone when I was young. Repeat.
10. I broke a bone when I was young. Transform: when. [When did I break a bone?]
11. He is a very good brain doctor. Repeat.
12. He is a very good brain doctor. Transform: not. [He is not a very good brain doctor.]

Transformation Drill

Listen to the teacher and follow the instructions.

Page 164

1. The youth don't care about politics. Repeat.
2. The youth don't care about politics. Transform: who. [Who doesn't care about politics?]
3. They had a very strange culture in the past. Repeat.
4. They had a very strange culture in the past. Transform: when. [When did they have a very strange culture?]
5. The soldiers protect the king. Repeat.
6. The soldiers protect the king. Transform: who. [Who protects the king?]
7. She is still working in the offices of the government. Repeat.
8. She is still working in the offices of the government. Transform: where. [Where is she still working?]
9. We understand the processes of the government. Repeat.
10. We understand the processes of the government. Transform: what. [What do we understand?]

Writing Substitution Exercise

Listen, type the sentences, and follow the instructions.

Page 165

1. She was a very famous official in the country. Write.

Change: politician - She was a very famous politician in the country.

2. She worries a lot about their mother. Write.

Change: safety – [She worries a lot about their safety.]

3. Even this child knows the meaning of the term. Write.

Change: children – [Even these children know the meaning of the term.]

4. His sister has a problem with her doctor. Write.

Change: conversation – [His sister has a conversation with her doctor.]

5. He was a very dangerous leader in the country. Write.

Change: state – [He was a very dangerous leader in the state.]

6. She wants to change the law herself. Write.

Change: himself – [He wants to change the law himself.]

VOCABULARY

Listen and repeat the words and sentences.

Page **166**

Please refer to the definition file.





Talking About Future Events 3

PRESENT CONTINUOUS FOR FUTURE

Page 169

Another use of present continuous is when we want to say that something is happening in the future. We use this if the action is already planned.

For example:

I am cleaning the house this weekend.

We are having dinner tonight.

Repetition Drill

Listen to the teacher and repeat the sentences.

Page 170

1. If you work in that company, you are going to have a good income.
2. I am going to have an interview tomorrow morning.
3. They are giving some copies this Tuesday.
4. She is going to copy the list later.
5. They are answering inquiries this weekend.
6. My secretary is handing in the contract tomorrow morning.
7. I'm going to buy some sugar because we are running out of it.
8. They are saving up because they want to buy a new car.
9. He has all the qualifications they need so he's going to try tomorrow.
10. We are sharing the punishment's purpose in the meeting next week.
11. The actors and actresses are showing their abilities on stage tomorrow night.
12. The company's lawyer is going to tell you about the contract.

Pronunciation Repetition Drill

Listen to the teacher and repeat the words.

Page **171**

1. interview
2. inquiry
3. contract
4. qualification
5. purpose
6. month
7. ship
8. friend
9. continuous
10. future

Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 172

1. My sister is giving the contracts tomorrow.
2. My brother is giving the contracts tomorrow.
3. My brother is giving the money tomorrow.
4. My brother is giving the copies tomorrow.
5. My teacher is giving the copies tomorrow.
6. My teacher is giving the inquiries tomorrow.
7. My student is giving the inquiries tonight.
8. My student is giving the list tonight.
9. My student is copying the list tonight.
10. My student is handing in the list tonight.

Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 173

1. Dad is studying with him tomorrow for an interview. Repeat.
2. Dad is studying with him tomorrow for an interview. Change: leaving. [Dad is leaving with him tomorrow for an interview.]
3. Dad is leaving with him tomorrow for an interview. Change: later. [Dad is leaving with him later for an interview.]
4. Dad is leaving with him later for an interview. Change: you. [Dad is leaving with you later for an interview.]
5. Dad is leaving with you later for an interview. Change: coming. [Dad is coming with you later for an interview.]

Basic Sentence Expansion Drill

Listen to the teacher and follow the instructions.

Page 174

1. I am meeting someone to talk about income.
2. I am meeting someone tomorrow to talk about income.
3. I am meeting someone tomorrow afternoon to talk about income.
4. I am not meeting someone tomorrow afternoon to talk about income.

Intermediate Sentence Expansion Drill

Listen to the teacher and follow the instructions.

Page 175

1. I'm staying. Repeat.
2. I'm staying. Add: home. [I'm staying home.]
3. I'm staying home. Add: to save up. [I'm staying home to save up.]
4. I'm staying home to save up. Add: this weekend. [I'm staying home this weekend to save up.]
5. I'm staying home this weekend to save up. Add: money. [I'm staying home this weekend to save up money.]

Transformation Drill

Listen to the teacher and follow the instructions.

Page 176

1. I am going out later because we are running out of coffee. Repeat.
2. I am going out later because we are running out of coffee. Transform: why. [Why am I going out later?]
3. We are showing the list of qualifications next week. Repeat.
4. We are showing the list of qualifications next week. Transform: what. [What are we showing next week?]
5. You are showing them your abilities tonight on this stage. Repeat.
6. You are showing them your abilities tonight on this stage. Transform: where. [Where are you showing them your abilities tonight?]
7. Our lawyer is going to look into the purpose of the contribution. Repeat.
8. Our lawyer is going to look into the purpose of the contribution. Transform: who. [Who is going to look into the purpose of the contribution?]
9. I am not going to Japan with you next year because I'm saving up money. Repeat.
10. I am not going to Japan with you next year because I'm saving up money. Transform: why. [Why am I not going to Japan with you next year?]

Verb-based Question Exercise

Change the given words into present progressive to complete the sentences.

Ex: I ____ (meet) some friends after school. → am meeting.

1. She ____ (see) her dentist on Monday.
2. They ____ (get) married this month.
3. When ____ you ____ (start) your music lesson?
4. Mom ____ (leave) by ship tomorrow.
5. My boss ____ (arrive) tonight at 6:00 pm.

Page 177

[1. is seeing]

[2. are seeing]

[3. are, going to start]

[4. is leaving]

[5. is arriving]

Controlled Open Question Exercise

Listen to the teacher and answer the questions.

Page 178

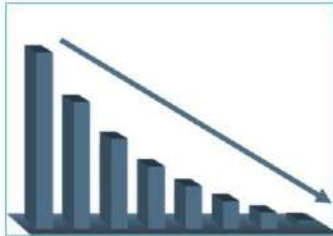
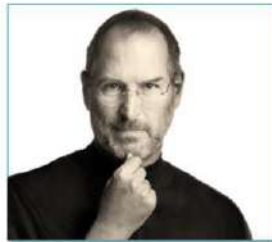
1. What are you doing tonight?
2. Where are you going for your next vacation?
3. What time are you leaving for work/school tomorrow?
4. Are you going to visit a friend this weekend?
5. Who are you playing basketball with on Sunday?

VOCABULARY

Listen and repeat the words and sentences.

Page **179**

Please refer to the definition file.



Page 180

Repetition Drill

Listen to the teacher and repeat the sentences.

Page **181**

1. Mr. Miller owned 50 percent of the shares of the company.
2. He bought some stocks in the company.
3. The head of the company is the owner.
4. The owner is selling the shares of his clothing business.
5. I make a draft first before writing the actual letter.
6. Let's get an umbrella because a drop of rain fell.
7. There was a 5% drop in stock price yesterday.
8. Changing heads affects the income of the business.

Repetition Drill

Listen to the teacher and repeat the sentences.

Page 182

9. Business ownership has to go through many processes.
10. My decision is final. I will go to London this year.
11. I was told by my head to think things over before making decisions.
12. The committee had made their final decision.
13. She qualifies to be the head of the academic department.
14. The decision made by the heads committee affects the income of the company.
15. The clothes shop ran out of stock of black dresses.

Sentence Chunking Drill

Practice the proper chunking of the following sentences.

1. The committee should think it over before strengthening punishments.
2. One should qualify to buy some shares to have ownership in this company.
3. In writing a business letter, you have to make a draft first.
4. A drop in prices will not affect the number of customers in the shop.
5. Our personal problems should never affect our jobs.

Page 183

[1. The committee should think it over | before strengthening punishments.]

[2. One should qualify to buy some shares | to have ownership in this company.]

[3. In writing a business letter, | you have to make a draft first.]

[4. A drop in prices will not affect the number | of customers in the shop.]

[5. Our personal problems | should never affect our jobs.]

Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 184

1. The head must think it over before making decisions.
2. The head should think it over before making decisions.
3. The owner should think it over before making decisions.
4. The owner should think it over before making punishments.
5. The committee should think it over before making punishments.
6. The committee should think it over before strengthening punishments.
7. You should think it over before strengthening punishments.
8. You have to think it over before strengthening punishments.
9. You have to think it over before removing punishments.
10. You have to think it over before removing stuff.

Word Stress Drill

Listen to the teacher and repeat the words.

Page **185**

1. qualifications
2. contract
3. inquiry
4. committee
5. decision
6. dentist
7. progressive
8. ownership
9. strengthening
10. affect

Intermediate Multiple-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 186

1. One should qualify to buy some shares to have ownership in this company.
Change: you, must. [You must qualify to buy some shares to have ownership in this company.]
2. You must qualify to buy some shares to have ownership in this company.
Change: own, access. [You must qualify to own some shares to have access in this company.]
3. You must qualify to own some shares to have access in this company.
Change: stocks, business. [You must qualify to own some stocks to have access in this business.]
4. You must qualify to own some stocks to have access in this business.
Change: arrange, authority. [You must arrange to own some stocks to have authority in this business.]
5. You must arrange to own some stocks to have authority in this business.
Change: I, increase. [I must arrange to own some stocks to increase authority in this business.]

Basic Sentence Expansion Drill

Listen to the teacher and repeat the sentences.

Page 187

1. You make a draft.
2. You make a draft first.
3. You have to make a draft first.
4. In writing, you have to make a draft first.
5. In writing a letter, you have to make a draft first.
6. In writing a business letter, you have to make a draft first.

Intermediate Sentence Expansion Drill

Listen to the teacher and follow the instructions.

Page **188**

1. A drop in prices will affect customers. Repeat.
2. A drop in prices will affect customers. Add: the number of. [A drop in prices will affect the number of customers.]
3. A drop in prices will affect the number of customers. Add: in the shop. [A drop in prices will affect the number of customers in the shop.]
4. A drop in prices will affect the number of customers in the shop. Add: not. [A drop in prices will not affect the number of customers in the shop.]

Mixed Drill

Listen to the teacher and follow the instructions.

Page 189

1. The owner's decisions affect the staff. Repeat.
2. The owner's decisions affect the staff. Change: committee. [The committee's decisions affect the staff.]
3. The committee's decisions affect the staff. Add: will. [The committee's decisions will affect the staff.]
4. The committee's decisions will affect the staff. Change: income. [The committee's decision will affect the income.]
5. The committee's decision will affect the income. Change: their. [The committee's decision will affect their income.]
6. The committee's decision will affect their income. Change: ability. [The committee's ability will affect their income.]
7. The committee's ability will affect their income. Change: head. [The head's ability will affect their income.]
8. The head's ability will affect their income. Add: overall. [The head's ability will affect their overall income.]

Transformation Drill

Listen to the teacher and follow the instructions.

Page 190

1. Her decision to go to Paris is not sure yet. Repeat.
2. Her decision to go to Paris is not sure yet. Transform: what. [What is her decision that is not sure yet?]
3. Ms. Jones was the only one to qualify for the position. Repeat.
4. Ms. Jones was the only one to qualify for the position. Transform: who. [Who was the only one to qualify for the position?]
5. We are having a meeting with the head tomorrow. Repeat.
6. We are having a meeting with the head tomorrow. Transform: when. [When are we having a meeting with the head?]
7. Our personal problems should never affect our jobs. Repeat.
8. Our personal problems should never affect our jobs. Transform: what. [What should never affect our jobs?]
9. The shop owner went to England. Repeat.
10. The shop owner went to England. Transform: where. [Where did the shop owner go?]

Inflection Drill

Listen to the teacher and follow the instructions.

Page 191

1. Here is the draft of my work. Change: are. [Here are the drafts of my work.]
2. My plant needs just a drop of water. Change: plants. [My plants need just a drop of water.]
3. She owned some shares in that big company. Add: didn't. [She didn't own any shares in that big company.]
4. They want to buy some stocks. Change: Maria. [Maria wants to buy some stocks.]
5. I want to know if the decision is final. Change: decisions. [I want to know if the decisions are final.]

VOCABULARY

Listen and repeat the words and sentences.

Page **192**

Please refer to the definition file.





Talking About Preferences**would prefer + infinitive**Page **195**

This is used for polite requests or to ask someone in a polite way what they prefer.

Repetition Drill

Listen to the teacher and repeat the sentences.

Page 196

1. Would you prefer to call him back or would you like me to call him for you?
2. Would you prefer to set this office up now or tomorrow?
3. Would you prefer to go with me when I give the book back?
4. I would prefer to pay you back immediately.
5. The old woman even paid her money in.
6. I would prefer to hold on the line rather than call you back.
7. Would you prefer to come back later or just hold on?
8. Could you hold on for a moment, please?

Repetition Drill

Listen to the teacher and repeat the sentences.

Page 197

9. The total amount of the food is \$1000.
10. Her task is to set the table up.
11. She would prefer to pay her debts in full.
12. Our purchase's total amount will be paid by my dad.
13. I would prefer to keep the receipts myself.
14. He would prefer you give that back to him now.
15. We would like your boss to call us back on Monday.

Pronunciation Repetition Drill

Listen to the teacher and repeat the words.

Page **198**

1. debt
2. purchase
3. document
4. receipt
5. prefer

Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 199

1. Would you prefer to give the purchase back tomorrow?
2. Would you prefer to give the documents back tomorrow?
3. Would you prefer to give the list back tomorrow?
4. Would you prefer to give the list back later?
5. Would they prefer to give the list back later?
6. Would they prefer to give the books back later?
7. Would they prefer to set the books up later?
8. Would she prefer to set the books up later?
9. Would she prefer to set the hotel up later?
10. Would she prefer to set the hotel up herself?

Intermediate Multiple-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 200

1. He would prefer to pay me back early. Repeat.
2. He would prefer to pay me back early. Change: she, us. [She would prefer to pay us back early.]
3. She would prefer to pay us back early. Change: the debts, tonight. [She would prefer to pay the debts back tonight.]
4. She would prefer to pay the debts back tonight. Change: he, total. [He would prefer to pay the total back tonight.]
5. He would prefer to pay the total back tonight. Change: call back, you. [He would prefer to call you back tonight.]
6. He would prefer to call you back tonight. Change: his boss, on Monday. [He would prefer to call his boss back on Monday.]

Basic Sentence Expansion Drill

Listen to the teacher and repeat the sentences.

Page 201

1. I pay my money in at the bank.
2. I will pay my money in at the bank.
3. I will pay my money in at the bank tomorrow.
4. I will not pay my money in at the bank tomorrow.

Intermediate Multiple-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 202

1. They prefer to hold on. Repeat.
2. They prefer to hold on. Add: would, now. [They would prefer to hold on now.]
3. They would prefer to hold on now. Add: than, call back. [They would prefer to hold on now than call back.]
4. They would prefer to hold on now than call back. Add: actually, tomorrow. [Actually, they would prefer to hold on now than call back tomorrow.]

Transformation Drill

Listen to the teacher and follow the instructions.

Page 203

1. I would prefer to pay the money back in half. Repeat.
2. I would prefer to pay the money back in half. Transform: what. [What would I prefer to pay back in half?]
3. She would prefer to call me back tonight. Repeat.
4. She would prefer to call me back tonight. Transform: when. [When would she prefer to call me back?]
5. We would prefer to set the president's office up first. Repeat.
6. We would prefer to set the president's office up first. Transform: where. [Where would they prefer to set up first?]
7. The president would prefer to do the task himself. Repeat.
8. The president would prefer to do the task himself. Transform: who. [Who would prefer to do the task himself?]
9. She would prefer to be in debt rather than die hungry. Repeat.
10. She would prefer to be in debt rather than die hungry. Transform: which. [Which would she prefer: to be in debt or die hungry?]

Sentence Chunking Drill

Practice the proper chunking of the following sentences.

- 1. You must qualify to own some stocks to have authority
in this business.**
- 2. The head should think it over before making decisions.**
- 3. The clothes shop ran out of stock of black dresses.**

Page 204

[1. You must qualify to own some stocks | to have authority in this business.]

[2. The head should think it over | before making decisions.]

[3. The clothes shop ran out of stock | of black dresses.]

Sentence Chunking Drill

Practice the proper chunking of the following sentences.

4. The actors and actresses are showing their abilities
on stage tomorrow night.
5. I am not going to Japan with you next year
because I'm saving up money.
6. I don't know what he would prefer to eat.
7. He would prefer to call you back tonight.

Page 205

[4. The actors and actresses are showing their abilities | on stage tomorrow night.]

[5. I am not going to Japan with you next year | because I'm saving up money.]

[6. I don't know what he would prefer to eat.]

[7. He would prefer to call you back tonight.]

Inflection Drill

Listen to the teacher and follow the instructions.

Page 206

1. I thought you would prefer to call us back. Add: didn't. [I didn't think you would prefer to call us back.]
2. I asked him if he would prefer to stay home or not. Add: will. [I will ask him if he would prefer to stay home or not.]
3. I don't know what he would prefer to eat. Change: mom. [Mom doesn't know what he would prefer to eat.]

Controlled Open Question Exercise

Listen to the teacher and answer the questions.

Page 207

1. What color would you prefer? [I would prefer...]
2. Where would you prefer to go tonight? [I would prefer to go to...]
3. Which subject would you prefer to study, math or English? [I would prefer...]
4. Who would you prefer to study with? [I would prefer to study with...]
5. Would you prefer to read books or watch movies? [I would prefer to...]

1. If you work in that company, you are going to have a good income.
2. I am going to have an interview tomorrow morning.
3. They are giving some copies this Tuesday.
4. She is going to copy the list later.
5. They are answering inquiries this weekend.

6. My secretary is handing in the contract tomorrow morning.
7. I'm going to buy some sugar because we are running out of it.
8. They are saving up because they want to buy a new car.
9. He has all the qualifications they need so he's going to try tomorrow.
10. We are sharing the punishment's purpose in the meeting next week.

- 1. Mr. Miller owned 50 percent of the shares of the company.**
- 2. He bought some stocks in the company.**
- 3. The head of the company is the owner.**
- 4. The owner is selling the shares of his clothing business.**
- 5. I make a draft first before writing the actual letter.**
- 6. Let's get an umbrella because a drop of rain fell.**

7. There was a 5% drop in the stock price yesterday.
8. Changing heads affects the income of the business.
9. Business ownership has to go through many processes.
10. My decision is final. I will go to London this year.
11. I was told by my head to think things over
before making decisions.
12. The committee had made their final decision.

1. Would you prefer to call him back or would you like me to call him for you?
2. Would you prefer to set this office up now or tomorrow?
3. Would you prefer to go with me when I give the book back?
4. I would prefer to pay you back immediately.
5. The old woman even paid her money in.
6. I would prefer to hold on the line rather than call you back.

- 7. Would you prefer to come back later or just hold on?**
- 8. Could you hold on for a moment, please?**
- 9. The total amount of the food is \$1000.**
- 10. Her task is to set the table up.**
- 11. She would prefer to pay her debts in full.**
- 12. Our purchase's total amount will be paid by my dad.**

Pronunciation Repetition Drill

Listen to the teacher and repeat the words.

Page **214**

1. interview
2. inquiry
3. contract
4. qualification
5. purpose
6. month
7. ship
8. friend
9. continuous
10. future

Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page **215**

1. Dad is studying with him tomorrow for an interview. Repeat.
2. Dad is studying with him tomorrow for an interview. Change: leaving. [Dad is leaving with him tomorrow for an interview.]
3. Dad is leaving with him tomorrow for an interview. Change: later. [Dad is leaving with him later for an interview.]
4. Dad is leaving with him later for an interview. Change: you. [Dad is leaving with you later for an interview.]
5. Dad is leaving with you later for an interview. Change: coming. [Dad is coming with you later for an interview.]

Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 216

1. The head must think it over before making decisions.
2. The head should think it over before making decisions.
3. The owner should think it over before making decisions.
4. The owner should think it over before making punishments.
5. The committee should think it over before making punishments.
6. The committee should think it over before strengthening punishments.
7. You should think it over before strengthening punishments.
8. You have to think it over before strengthening punishments.
9. You have to think it over before removing punishments.
10. You have to think it over before removing stuff.

Intermediate Multiple-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 217

1. They prefer to hold on. Repeat.
2. They prefer to hold on. Add: would, now. [They would prefer to hold on now.]
3. They would prefer to hold on now. Add: than, call back. [They would prefer to hold on now than call back.]
4. They would prefer to hold on now than call back. Add: actually, tomorrow. [Actually, they would prefer to hold on now than call back tomorrow.]

Sentence Chunking Drill

Practice the proper chunking of the following sentences.

1. The committee should think it over before strengthening punishments.
2. One should qualify to buy some shares to have ownership in this company.
3. In writing a business letter, you have to make a draft first.
4. A drop in prices will not affect the number of customers in the shop.
5. Our personal problems should never affect our jobs.

Page 218

[1. The committee should think it over | before strengthening punishments.]

[2. One should qualify to buy some shares | to have ownership in this company.]

[3. In writing a business letter, | you have to make a draft first.]

[4. A drop in prices will not affect the number | of customers in the shop.]

[5. Our personal problems | should never affect our jobs.]

Intermediate Sentence Expansion Drill

Listen to the teacher and follow the instructions.

Page **219**

1. I'm staying. Repeat.
2. I'm staying. Add: home. [I'm staying home.]
3. I'm staying home. Add: to save up. [I'm staying home to save up.]
4. I'm staying home to save up. Add: this weekend. [I'm staying home this weekend to save up.]
5. I'm staying home this weekend to save up. Add: money. [I'm staying home this weekend to save up money.]

Word Stress Drill

Listen to the teacher and repeat the words.

Page 220

1. qualifications
2. contract
3. inquiry
4. committee
5. decision
6. dentist
7. progressive
8. ownership
9. strengthening
10. affect

Mixed Drill

Listen to the teacher and follow the instructions.

Page 221

1. The owner's decisions affect the staff. Repeat.
2. The owner's decisions affect the staff. Change: committee. [The committee's decisions affect the staff.]
3. The committee's decisions affect the staff. Add: will. [The committee's decisions will affect the staff.]
4. The committee's decisions will affect the staff. Change: income. [The committee's decision will affect the income.]
5. The committee's decision will affect the income. Change: their. [The committee's decision will affect their income.]
6. The committee's decision will affect their income. Change: ability. [The committee's ability will affect their income.]
7. The committee's ability will affect their income. Change: head. [The head's ability will affect their income.]
8. The head's ability will affect their income. Add: overall. [The head's ability will affect their overall income.]

Pronunciation Repetition Drill

Listen to the teacher and repeat the words.

Page 222

1. debt
2. purchase
3. document
4. receipt
5. prefer

Transformation Drill

Listen to the teacher and follow the instructions.

Page 223

1. I would prefer to pay the money back in half. Repeat.
2. I would prefer to pay the money back in half. Transform: what. [What would I prefer to pay back in half?]
3. She would prefer to call me back tonight. Repeat.
4. She would prefer to call me back tonight. Transform: when. [When would she prefer to call me back?]
5. We would prefer to set the president's office up first. Repeat.
6. We would prefer to set the president's office up first. Transform: where. [Where would they prefer to set up first?]
7. The president would prefer to do the task himself. Repeat.
8. The president would prefer to do the task himself. Transform: who. [Who would prefer to do the task himself?]
9. She would prefer to be in debt rather than die hungry. Repeat.
10. She would prefer to be in debt rather than die hungry. Transform: which. [Which would she prefer: to be in debt or die hungry?]

Sentence Chunking Drill

Practice the proper chunking of the following sentences.

- 1. You must qualify to own some stocks to have authority
in this business.**
- 2. The head should think it over before making decisions.**
- 3. The clothes shop ran out of stock of black dresses.**

Page 224

[1. You must qualify to own some stocks | to have authority in this business.]

[2. The head should think it over | before making decisions.]

[3. The clothes shop ran out of stock | of black dresses.]

Sentence Chunking Drill

Practice the proper chunking of the following sentences.

4. The actors and actresses are showing their abilities
on stage tomorrow night.
5. I am not going to Japan with you next year
because I'm saving up money.
6. I don't know what he would prefer to eat.
7. He would prefer to call you back tonight.

Page 225

[4. The actors and actresses are showing their abilities | on stage tomorrow night.]

[5. I am not going to Japan with you next year | because I'm saving up money.]

[6. I don't know what he would prefer to eat.]

[7. He would prefer to call you back tonight.]

Writing Exercise

Listen and type the sentences in the chat box.

Page 226

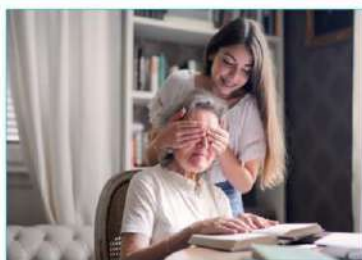
1. The actors and actresses are showing their abilities on stage tomorrow night.
2. He has all the qualifications they need so he's going to try tomorrow.
3. I was told by my head to think things over before making decisions.
4. Business ownership has to go through many processes.
5. Would you prefer to call him back or would you like me to call him for you?
6. She would prefer to pay her debts in full.
7. Dad is studying with him tomorrow for an interview.
8. The committee should think it over before making punishments.

VOCABULARY

Listen and repeat the words and sentences.

Page 227

Please refer to the definition file.



Turning Adjectives Into Adverbs

-ly making adverbs

Page 229

Some adverbs are formed by adding -ly to an adjective or changing the last few letters of the adjective to -ly.

Take note that there is no specific principle on how to change adjectives to adverbs.

For example,

happy – happily, sad – sadly, terrible – terribly, hopeful – hopefully, great – greatly etc.

Repetition Drill

Listen to the teacher and repeat the sentences.

Page **230**

1. The consequences are awful.
2. We honestly don't like the idea of the exceptions to the rule.
3. Car wheels are perfectly built from rubber.
4. We will have a meeting to properly discuss this matter.
5. Seriously, what is the matter with you?
6. Hopefully, it won't matter to him.
7. The roots of the plants are strongly attached to the ground.
8. They will naturally ask me about my suspicions.

Repetition Drill

Listen to the teacher and repeat the sentences.

Page **231**

9. He looked suspicious last night.
10. I was suspiciously asked about it.
11. The suspect quickly ran away from his crime.
12. I completely suspect my brother of breaking our mirror.
13. She correctly guessed the weather today.
14. My guess is we don't have a class today.
15. The consequences are surprisingly not harsh.

Word Stress Drill

Listen to the teacher and repeat the words.

Page 232

1. consequence
2. exception
3. suspect
4. suspect
5. suspicion
6. suspicious

Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 233

1. I think the consequences of the action were seriously terrible.
2. I think the consequences of the action were actually terrible.
3. I think the consequences of the decision were actually terrible.
4. I guess the consequences of the decision were actually terrible.
5. I guess the consequences of the decision were actually dangerous.
6. I guess the result of the decision was actually dangerous.
7. I guess the result of his decision was actually dangerous.
8. I guess the result of his decision was actually suspicious.
9. I said the result of his decision was actually suspicious.
10. I said the result of his decision was clearly suspicious.

Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 234

1. We suspect that the man in the blue shirt was the murderer. Repeat.
2. We suspect that the man in the blue shirt was the murderer. Change: white.
[We suspect that the man in the white shirt was the murderer.]
3. We suspect that the man in the white shirt was the murderer. Change: think.
[We think that the man in the white shirt was the murderer.]
4. We think that the man in the white shirt was the murderer. Change: criminal.
[We think that the man in the white shirt was the criminal.]
5. We think that the man in the white shirt was the criminal. Change: doctor.
[We think that the man in the white shirt was the doctor.]
6. We think that the man in the white shirt was the doctor. Change: I. [I think
that the man in the white shirt was the doctor.]
7. I think that the man in the white shirt was the doctor. Change: thought. [I
thought that the man in the white shirt was the doctor.]

Intermediate Multiple-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 235

1. The suspect of the murder lived, luckily. Repeat.
2. The suspect of the murder lived, luckily. Change: quietly, moved. [The suspect of the murder moved quietly.]
3. The suspect of the murder moved quietly. Change: crime, slowly. [The suspect of the crime moved slowly.]
4. The suspect of the crime moved slowly. Change: dog, police. [The dog of the police moved slowly.]
5. The dog of the police moved slowly. Change: ran, quickly. [The dog of the police ran quickly.]

Basic Sentence Expansion Drill

Listen to the teacher and repeat the sentences.

Page 236

1. The exception at the successful event was the students.
2. The exception at the successful event was the sick students.
3. The only exception at the successful event was the sick students.
4. The only exception at the successful school event was the sick students.
5. The only exception at the successful school event was the seriously sick students.

Intermediate Sentence Expansion Drill

Listen to the teacher and follow the instructions.

Page 237

1. The suspicions about me made me feel awful. Repeat.
2. The suspicions about me made me feel awful. Add: honestly. [Honestly, the suspicions about me made me feel awful.]
3. Honestly, the suspicions about me made me feel awful. Add: murder. [Honestly, the murder suspicions about me made me feel awful.]
4. Honestly, the murder suspicions about me made me feel awful. Add: terribly. [Honestly, the murder suspicions about me made me feel terribly awful.]

Intermediate Sentence Expansion Drill

Listen to the teacher and follow the instructions.

Page **238**

1. My guess is that our suspect was killed. Repeat.
2. My guess is that our suspect was killed. Add: yesterday. [My guess is that our suspect was killed yesterday.]
3. My guess is that our suspect was killed yesterday. Add: sadly. [My guess is that our suspect was sadly killed yesterday.]
4. My guess is that our suspect was sadly killed yesterday. Add: only. [My guess is that our only suspect was sadly killed yesterday.]

Transformation Drill

Listen to the teacher and follow the instructions.

Page 239

1. My low grades luckily don't matter to my mom. Repeat.
2. My low grades luckily don't matter to my mom. Transform: what. [What luckily doesn't matter to my mom?]
3. The roots of the tree slowly grow strong. Repeat.
4. The roots of the tree slowly grow strong. Transform: what. [What slowly grows strong?]
5. We quickly changed some exceptions in the policy yesterday. Repeat.
6. We quickly changed some exceptions in the policy yesterday. Transform: when. [When did we quickly change the exceptions in the policy?]
7. Car wheels are perfectly built from rubber. Repeat.
8. Car wheels are perfectly built from rubber. Transform: what. [What are car wheels perfectly built from?]
9. Christmas really matters to my family. Repeat.
10. Christmas really matters to my family. Transform: what. [What really matters to my family?]

VOCABULARY

Listen and repeat the words and sentences.

Page **240**

Please refer to the definition file.



Talking About Future Events

FUTURE CONTINUOUS

Page 242

We use the future continuous for a continuous action that will be happening at some point in the future.

Repetition Drill

Listen to the teacher and repeat the sentences.

Page 243

1. He will be making news with no legal basis.
2. The government will be thinking of ways to solve this matter.
3. I will be challenging my students to study harder.
4. Companies will be experiencing some unpleasant circumstances.
5. When I show up on stage, you will be standing on that mark there.
6. She will be trying her luck in Paris.
7. I will be lying in my bed when you arrive home.
8. I know this reporter will be telling a lie on TV tonight.

Repetition Drill

Listen to the teacher and repeat the sentences.

Page 244

9. This criminal will probably be lying later.
10. I hope you will not be upsetting the other kids.
11. He looked very upset this morning at school.
12. The company will be enacting new rules when you come back.
13. We will be thinking of something new when he comes with us.
14. She will be helping you when you pursue your dreams.
15. They will be experiencing some challenges.

Intermediate Multiple-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 245

1. By ten o'clock tonight, I will be lying in bed. Repeat.
2. By ten o'clock tonight, I will be lying in bed. Change: nine, tomorrow. [By nine o'clock tomorrow, I will be lying in bed.]
3. By nine o'clock tomorrow, I will be lying in bed. Change: he, reading. [By nine o'clock tomorrow, he will be reading in bed.]
4. By nine o'clock tomorrow, he will be reading in bed. Change: seven, the library. [By seven o'clock tomorrow, he will be reading in the library.]
5. By seven o'clock tomorrow, he will be reading in the library. Change: Maria, house. [By seven o'clock tomorrow, Maria will be reading in the house.]

Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 246

1. The basis of these challenges is contained in this book.
2. The basis of these challenges is contained in this story.
3. The basis of these consequences is contained in this story.
4. The basis of these consequences is contained in this contract.
5. The basis of these rules is contained in this contract.
6. The exception to these rules is contained in this contract.
7. The exception to these ownerships is contained in this contract.

Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 247

1. My sister will be challenging herself to do better in school. Repeat.
2. My sister will be challenging herself to do better in school. Change: cousin.
[My cousin will be challenging herself to do better in school.]
3. My cousin will be challenging herself to do better in school. Change: at work.
[My cousin will be challenging herself to do better at work.]
4. My cousin will be challenging herself to do better at work. Change: her colleagues.
[My cousin will be challenging her colleagues to do better at work.]
5. My cousin will be challenging her colleagues to do better at work. Change: My boss.
[My boss will be challenging her colleagues to do better at work.]
6. My boss will be challenging her colleagues to do better at work. Change: us.
[My boss will be challenging us to do better at work.]

Basic Sentence Expansion Drill

Listen to the teacher and repeat the sentences.

Page 248

1. I can think of circumstances which enable that team to win.
2. I cannot think of circumstances which enable that team to win.
3. I cannot think of any circumstances which enable that team to win.
4. I cannot think of any circumstances which enable that particular team to win.

Intermediate Sentence Expansion Drill

Listen to the teacher and follow the instructions.

Page 249

1. We will be lying about the accident. Repeat.
2. We will be lying about the accident. Add: to them. [We will be lying to them about the accident.]
3. We will be lying to them about the accident. Add: yesterday. [We will be lying to them about the accident yesterday.]
4. We will be lying to them about the accident yesterday. Add: not. [We will not be lying to them about the accident yesterday.]

Intermediate Sentence Expansion Drill

Listen to the teacher and follow the instructions.

Page 250

1. Ana will be trying to tell lies. Repeat.
2. Ana will be trying to tell lies. Add: of course. [Of course, Ana will be trying to tell lies.]
3. Of course, Ana will be trying to tell lies. Add: some. [Of course, Ana will be trying to tell some lies.]
4. Of course, Ana will be trying to tell some lies. Add: little. [Of course, little Ana will be trying to tell some lies.]
5. Of course, little Ana will be trying to tell some lies. Add: not. [Of course, little Ana will be trying not to tell some lies.]

Question Intonation Drill

Listen and practice the intonation of these questions.

- 1. When shall I be hoping for good luck?**
- 2. What will my student be pursuing?**
- 3. Are you still going to pursue your dreams?**
- 4. Did he look suspicious?**
- 5. Why are you upset?**

Page 251

- [1. When shall I be hoping for good luck? ↘]
- [2. What will my student be pursuing? ↘]
- [3. Are you still going to pursue your dreams? ↗]
- [4. Did he look suspicious? ↗]
- [5. Why are you upset? ↘]

Transformation Drill

Listen to the teacher and follow the instructions.

Page 252

1. My student will be pursuing her dream of becoming a doctor. Repeat.
2. My student will be pursuing her dream of becoming a doctor. Transform: what. [What will my student be pursuing?]
3. He will be putting a red mark on the wall when you get in. Repeat.
4. He will be putting a red mark on the wall when you get in. Transform: where. [Where will he be putting a red mark when you get in?]
5. I shall be hoping for good luck tomorrow. Repeat.
6. I shall be hoping for good luck tomorrow. Transform: when. [When shall I be hoping for good luck?]
7. She will be listening when you speak about the basis of a good life. Repeat.
8. She will be listening when you speak about the basis of a good life. Transform: what. [What will she be doing when you speak about the basis of a good life?]
9. The students will be preparing when you think of a solution to the problem. Repeat.
10. The students will be preparing when you think of a solution to the problem. Transform: who. [Who will be preparing when you think of a solution to the problem?]

Sentence Chunking Drill

Practice the proper chunking of the following sentences.

1. I know this reporter will be telling a lie on TV tonight.
2. I will be lying in my bed when you arrive home.
3. They will be experiencing some challenges.
4. The consequences are surprisingly not harsh.
5. Tonight, he will be making news with no legal basis.

Page 253

[1. I know this reporter will be telling a lie | on TV tonight.]

[2. I will be lying in my bed | when you arrive home.]

[3. They will be experiencing | some challenges.]

[4. The consequences are surprisingly not harsh.]

[5. Tonight, | he will be making news with no legal basis.]

Jumbled Sentences Exercise

Reorder the following words to make a grammatical sentence.

1. when he goes / I will be / to England / thinking of him.
2. when he sleeps / he will be / the sun / lying down under.
3. the actor / the most / will be accepting / challenging role.
4. be pursuing / the plan tonight / we shall.
5. at the mark / is not looking / I will be pointing / when the teacher.

Page 254

- [1. I will be thinking of him when he goes to England.]
- [2. He will be lying down under the sun when he sleeps.]
- [3. The actor will be accepting the most challenging role.]
- [4. We shall be pursuing the plan tonight.]
- [5. I will be pointing at the mark when the teacher is not looking.]

VOCABULARY

Listen and repeat the words and sentences.

Page **255**

Please refer to the definition file.



Turning Adjectives Into Noun - **NESS**

Page 257

Many adjectives can be turned into nouns by adding the suffix –ness.

For example:

great > greatness

kind > kindness

tired > tiredness

rude > rudeness

If the adjective ends in a 'y', the 'y' is changed to 'i'.

For example:

happy > happiness

crazy > craziness

Repetition Drill

Listen to the teacher and repeat the sentences.

Page 258

1. The man aimed for greatness in his work.
2. It's not difficult to distinguish loneliness from tiredness.
3. Her rudeness is a surprise to me.
4. I admit that his laziness is really too much.
5. We like the craziness of his imagination.
6. The clearness of the images was amazing.
7. I can imagine the morning freshness in the mountains.
8. From now on, I will concentrate on the goodness of people and things.
9. The king appreciates your kindness to us.
10. Buying very expensive gifts is madness.
11. The tidiness of the movie background should be emphasized.
12. The day is finished with love and happiness.

Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 259

1. I love the cleanliness of the background there.
2. We love the cleanliness of the background there.
3. We love the cleanliness of the place there.
4. We love the freshness of the place there.
5. We love the liveliness of the place there.
6. We love the liveliness of the people there.
7. We love the kindness of the people there.
8. We appreciate the kindness of the people there.
9. We appreciate the sweetness of the people there.
10. We appreciate the goodness of the people there.

Word Stress Drill

Listen to the teacher and repeat the words.

Page **260**

1. background
2. distinguish
3. appreciate
4. imagination
5. concentrate
6. surprise

Intermediate Multiple-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 261

1. Leaders will be aiming for the happiness of their people. Repeat.
2. Leaders will be aiming for the happiness of their people. Change: mothers, children. [Mothers will be aiming for the happiness of their children.]
3. Mothers will be aiming for the happiness of their children. Change: concentrating on, fitness. [Mothers will be concentrating on the fitness of their children.]
4. Mothers will be concentrating on the fitness of their children. Change: you, the. [You will be concentrating on the fitness of the children.]
5. You will be concentrating on the fitness of the children. Change: weaknesses, students. [You will be concentrating on the weaknesses of the students.]

Basic Sentence Expansion Drill

Listen to the teacher and repeat the sentences.

Page 262

1. Her imagination is her weakness.
2. Her poor imagination is her weakness.
3. Her poor imagination is not her weakness.
4. Her poor imagination is not her greatest weakness.

Intermediate Sentence Expansion Drill

Listen to the teacher and follow the instructions.

Page 263

1. I could imagine her loneliness. Repeat.
2. I could imagine her loneliness. Add: not. [I could not imagine her loneliness.]
3. I could not imagine her loneliness. Add: deep. [I could not imagine her deep loneliness.]
4. I could not imagine her deep loneliness. Add: truly. [I could not truly imagine her deep loneliness.]

Mixed Drill

Listen to the teacher and follow the instructions.

Page 264

1. It is easy to distinguish the redness of the skin. Repeat.
2. It is easy to distinguish the redness of the skin. Change: her. [It is easy to distinguish the redness of her skin.]
3. It is easy to distinguish the redness of her skin. Change: imagine. [It is easy to imagine the redness of her skin.]
4. It is easy to imagine the redness of her skin. Add: soft. [It is easy to imagine the redness of her soft skin.]
5. It is easy to imagine the redness of her soft skin. Change: hard, dryness. [It is hard to imagine the dryness of her soft skin.]
6. It is hard to imagine the dryness of her soft skin. Change: beautiful. [It is hard to imagine the dryness of her beautiful skin.]
7. It is hard to imagine the dryness of her beautiful skin. Change: rudeness, family. [It is hard to imagine the rudeness of her beautiful family.]
8. It is hard to imagine the rudeness of her beautiful family. Add: really. [It is really hard to imagine the rudeness of her beautiful family.]
9. It is really hard to imagine the rudeness of her beautiful family. Change: admit to. [It is really hard to admit to the rudeness of her beautiful family.]
10. It is really hard to admit to the rudeness of her beautiful family. Change: awful, small. [It is really awful to admit to the rudeness of her small family.]

Transformation Drill

Listen to the teacher and follow the instructions.

Page 265

1. Family gives many people happiness. Repeat.
2. Family gives many people happiness. Transform: what. [What gives many people happiness?]
3. John showed his sweetness through giving gifts. Repeat.
4. John showed his sweetness through giving gifts. Transform: who. [Who showed his sweetness through giving gifts?]
5. I can't see the image clearly because of the dryness of my eyes. Repeat.
6. I can't see the image clearly because of the dryness of my eyes. Transform: why. [Why can I not see the image clearly?]
7. Showing kindness is a good image for the president. Repeat.
8. Showing kindness is a good image for the president. Transform: what. [What is a good image for the president?]
9. The cleanliness of this place is very important. Repeat.
10. The cleanliness of this place is very important. Transform: not. [The cleanliness of this place is not very important.]

- 1. The consequences are terribly awful.**
- 2. We honestly don't like the idea of the exceptions to the rule.**
- 3. Car wheels are perfectly built from rubber.**
- 4. We will have a meeting to properly discuss this matter.**
- 5. Seriously, what is the matter with you?**

6. Hopefully, it won't matter to him.
7. The roots of the plants are strongly attached to the ground.
8. They will naturally ask me about my suspicions.
9. He looked suspicious last night.
10. I was suspiciously asked about it.

- 1. He will be making news with no legal basis.**
- 2. The government will be thinking of ways to solve this matter.**
- 3. I will be challenging my students to study harder.**
- 4. Companies will be experiencing some unpleasant circumstances.**
- 5. When I show up on stage, you will be standing on that mark there.**

6. She will be trying her luck in Paris.
7. I will be lying in my bed when you arrive home.
8. I know this reporter will be telling a lie on TV tonight.
9. This criminal will probably be lying later.
10. I hope you will not be upsetting the other kids.

- 1. The man aimed for greatness in his work.**
- 2. It's not difficult to distinguish loneliness from tiredness.**
- 3. Her rudeness is a surprise to me.**
- 4. I admit that his laziness is really too much.**
- 5. We like the craziness of his imagination.**

- 6. The clearness of the images was amazing.**
- 7. I can imagine the morning freshness in the mountains.**
- 8. From now on, I will concentrate on the goodness of
people and things.**
- 9. The king appreciates your kindness to us.**
- 10. Buying very expensive gifts is madness.**

Repetition Drill

Listen to the teacher and repeat the sentences.

Page 272

1. The suspect quickly ran away from his crime.
2. I completely suspect my brother of breaking our mirror.
3. She guessed the weather excellently today.
4. My guess is we don't have a class today.
5. The consequences are surprisingly not serious.
6. He looked very upset this morning at school.
7. The company will be enacting new rules when you come back.
8. We will be thinking of something new when he comes with us.
9. She will be helping you when you pursue your dreams.
10. They will be experiencing some challenges.

Word Stress Drill

Listen to the teacher and repeat the words.

Page 273

1. consequence
2. exception
3. suspect
4. suspect
5. suspicion
6. suspicious

Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 274

1. I think the consequences of the action were seriously terrible.
2. I think the consequences of the action were actually terrible.
3. I think the consequences of the decision were actually terrible.
4. I guess the consequences of the decision were actually terrible.
5. I guess the consequences of the decision were actually dangerous.
6. I guess the result of the decision was actually dangerous.
7. I guess the result of his decision was actually dangerous.
8. I guess the result of his decision was actually suspicious.
9. I said the result of his decision was actually suspicious.
10. I said the result of his decision was clearly suspicious.

Intermediate Multiple-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 275

1. By ten o'clock tonight, I will be lying in bed. Repeat.
2. By ten o'clock tonight, I will be lying in bed. Change: nine, tomorrow. [By nine o'clock tomorrow, I will be lying in bed.]
3. By nine o'clock tomorrow, I will be lying in bed. Change: he, reading. [By nine o'clock tomorrow, he will be reading in bed.]
4. By nine o'clock tomorrow, he will be reading in bed. Change: seven, the library. [By seven o'clock tomorrow, he will be reading in the library.]
5. By seven o'clock tomorrow, he will be reading in the library. Change: Maria, house. [By seven o'clock tomorrow, Maria will be reading in the house.]

Intermediate Sentence Expansion Drill

Listen to the teacher and follow the instructions.

Page 276

1. I could imagine her loneliness. Repeat.
2. I could imagine her loneliness. Add: not. [I could not imagine her loneliness.]
3. I could not imagine her loneliness. Add: deep. [I could not imagine her deep loneliness.]
4. I could not imagine her deep loneliness. Add: truly. [I could not truly imagine her deep loneliness.]

Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 277

1. My sister will be challenging herself to do better in school. Repeat.
2. My sister will be challenging herself to do better in school. Change: cousin.
[My cousin will be challenging herself to do better in school.]
3. My cousin will be challenging herself to do better in school. Change: at work.
[My cousin will be challenging herself to do better at work.]
4. My cousin will be challenging herself to do better at work. Change: her colleagues.
[My cousin will be challenging her colleagues to do better at work.]
5. My cousin will be challenging her colleagues to do better at work. Change: My boss.
[My boss will be challenging her colleagues to do better at work.]
6. My boss will be challenging her colleagues to do better at work. Change: us.
[My boss will be challenging us to do better at work.]

Question Intonation Drill

Listen and practice the intonation of these questions.

- 1. When shall I be hoping for good luck?**
- 2. What will my student be pursuing?**
- 3. Are you still going to pursue your dreams?**
- 4. Did he look suspicious?**
- 5. Why are you upset?**

Page 278

- [1. When shall I be hoping for good luck? ㄴ]
- [2. What will my student be pursuing? ㄴ]
- [3. Are you still going to pursue your dreams? ㄴ]
- [4. Did he look suspicious? ㄴ]
- [5. Why are you upset? ㄴ]

Sentence Chunking Drill

Practice the proper chunking of the following sentences.

- 1. I know this reporter will be telling a lie on TV tonight.**
- 2. I will be lying in my bed when you arrive home.**
- 3. They will be experiencing some challenges.**
- 4. The consequences are surprisingly not harsh.**
- 5. Tonight, he will be making news with no legal basis.**

Page 279

[1. I know this reporter will be telling a lie | on TV tonight.]

[2. I will be lying in my bed | when you arrive home.]

[3. They will be experiencing | some challenges.]

[4. The consequences are surprisingly not harsh.]

[5. Tonight, | he will be making news with no legal basis.]

Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 280

1. We suspect that the man in the blue shirt was the murderer. Repeat.
2. We suspect that the man in the blue shirt was the murderer. Change: white.
[We suspect that the man in the white shirt was the murderer.]
3. We suspect that the man in the white shirt was the murderer. Change: think.
[We think that the man in the white shirt was the murderer.]
4. We think that the man in the white shirt was the murderer. Change: criminal.
[We think that the man in the white shirt was the criminal.]
5. We think that the man in the white shirt was the criminal. Change: doctor.
[We think that the man in the white shirt was the doctor.]
6. We think that the man in the white shirt was the doctor. Change: I. [I think
that the man in the white shirt was the doctor.]
7. I think that the man in the white shirt was the doctor. Change: thought. [I
thought that the man in the white shirt was the doctor.]

Word Stress Drill

Listen to the teacher and repeat the words.

Page **281**

1. background
2. distinguish
3. appreciate
4. imagination
5. concentrate
6. surprise

Transformation Drill

Listen to the teacher and follow the instructions.

Page 282

1. My student will be pursuing her dream of becoming a doctor. Repeat.
2. My student will be pursuing her dream of becoming a doctor. Transform: what. [What will my student be pursuing?]
3. He will be putting a red mark on the wall when you get in. Repeat.
4. He will be putting a red mark on the wall when you get in. Transform: where. [Where will he be putting a red mark when you get in?]
5. I shall be hoping for good luck tomorrow. Repeat.
6. I shall be hoping for good luck tomorrow. Transform: when. [When shall I be hoping for good luck?]
7. She will be listening when you speak about the basis of a good life. Repeat.
8. She will be listening when you speak about the basis of a good life. Transform: what. [What will she be doing when you speak about the basis of a good life?]
9. The students will be preparing when you think of a solution to the problem. Repeat.
10. The students will be preparing when you think of a solution to the problem. Transform: who. [Who will be preparing when you think of a solution to the problem?]

Writing Exercise

Listen and type the sentences in the chat box.

Page 283

1. I completely suspect my brother of breaking our mirror.
2. The roots of the plants are strongly attached to the ground.
3. Companies will be experiencing some unpleasant circumstances.
4. The company will be enacting new rules when you come back.
5. It's not difficult to distinguish loneliness from tiredness.
6. The tidiness of the movie background should be emphasized.
7. I think that the man in the white shirt was the doctor.
8. My sister will be challenging herself to do better in school.

VOCABULARY

Listen and repeat the words and sentences.

Page **284**

Please refer to the definition file.



Talking About Places or Locations in General

**everywhere, somewhere,
anywhere, nowhere**

Page 286

When we talk about non-specific places and locations or places and locations in general, we use the words everywhere, somewhere, anywhere and nowhere.

everywhere = refers to all locations or places within the context.

somewhere = refers to a non-specific location or place within the context.

anywhere = refers to non-specific or general locations or places within the context. Anywhere' is also commonly used in questions.

nowhere = means that there is no location or place relevant in the context

Repetition Drill

Listen to the teacher and repeat the sentences.

Page 287

1. The park is nowhere in sight.
2. Can I see this kind of sight anywhere?
3. His courage led him somewhere in this city.
4. People have different beliefs everywhere in the world.
5. I believe I have seen her somewhere.
6. Let's solve this problem somewhere.
7. Silence is a must everywhere in the library

Repetition Drill

Listen to the teacher and repeat the sentences.

Page 288

8. The beautiful actress is given much attention everywhere she goes.
9. You can read about our leader's response to the issue anywhere.
10. The criminal was identified somewhere in the west.
11. The light's reflection is everywhere.
12. The water reflects the same sky everywhere.
13. I don't mind, I'm happy to eat anywhere.

Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 289

1. They heard there are wonderful sights somewhere here.
2. We heard there are wonderful sights somewhere here.
3. We think there are wonderful sights somewhere here.
4. We think there are exciting sights somewhere here.
5. We think there are exciting sights everywhere here.
6. I think there are exciting sights everywhere here.
7. I believe there are exciting sights everywhere here.
8. I know there are exciting sights everywhere here.
9. I know there are nice sights everywhere here.
10. I know there are nice restaurants everywhere here.

Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 290

1. The team had the courage to play somewhere in Europe. Repeat.
2. The team had the courage to play somewhere in Europe. Change: students.
[The students had the courage to play somewhere in Europe.]
3. The students had the courage to play somewhere in Europe. Change: Asia.
[The students had the courage to play somewhere in Asia.]
4. The students had the courage to play somewhere in Asia. Change: chance.
[The students had the chance to play somewhere in Asia.]
5. The students had the chance to play somewhere in Asia. Change: anywhere.
[The students had the chance to play anywhere in Asia.]
6. The students had the chance to play anywhere in Asia. Change: study. [The students had the chance to study anywhere in Asia.]

Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 291

1. The beautiful actress is given much attention everywhere. Repeat.
2. The beautiful actress is given much attention everywhere. Change: famous.
[The famous actress is given much attention everywhere.]
3. The famous actress is given much attention everywhere. Change: player.
[The famous player is given much attention everywhere.]
4. The famous player is given much attention everywhere. Change: basketball.
[The basketball player is given much attention everywhere.]
5. The basketball player is given much attention everywhere. Change: was. [The basketball player was given much attention everywhere.]

Basic Sentence Expansion Drill

Listen to the teacher and repeat the sentences.

Page 292

1. We can hear the response.
2. We can hear the response anywhere we go.
3. We can hear the president's response anywhere we go.
4. We can hear the president's response to the issue anywhere we go.

Basic Sentence Expansion Drill

Listen to the teacher and repeat the sentences.

Page 293

1. The police had to solve the murder.
2. The police had to solve the murder in the town.
3. The police had to solve the murder somewhere in the town.
4. The police had to solve the second murder somewhere in the town.
5. The smart police had to solve the second murder somewhere in the town.

Intermediate Sentence Expansion Drill

Listen to the teacher and follow the instructions.

Page 294

1. We whispered because silence is a must. Repeat.
2. We whispered because silence is a must. Add: here. [We whispered because silence is a must here.]
3. We whispered because silence is a must here. Add: just. [We just whispered because silence is a must here.]
4. We just whispered because silence is a must here. Add: it. [We just whispered it because silence is a must here.]
5. We just whispered it because silence is a must here. Add: everywhere. [We just whispered it because silence is a must everywhere here.]

Intermediate Sentence Expansion Drill

Listen to the teacher and follow the instructions.

Page 295

1. This belief is practiced. Repeat.
2. This belief is practiced. Add: nowhere. [This belief is practiced nowhere.]
3. This belief is practiced nowhere. Add: old. [This old belief is practiced nowhere.]
4. This old belief is practiced nowhere. Add: nowadays. [Nowadays, this old belief is practiced nowhere.]

Transformation Drill

Listen to the teacher and follow the instructions.

Page 296

1. The criminal was identified somewhere in town. Repeat.
2. The criminal was identified somewhere in town. Transform: who. [Who was identified somewhere in town?]
3. She looked at her reflection in the mirror anywhere in the mall. Repeat.
4. She looked at her reflection in the mirror anywhere in the mall. Transform: what. [What did she look at in the mirror anywhere in the mall?]
5. The big mirror near the window reflects the street lights. Repeat.
6. The big mirror near the window reflects the street lights. Transform: which. [Which big mirror reflects the street lights?]
7. The girl lost her sight when she was young. Repeat.
8. The girl lost her sight when she was young. Transform: when. [When did she lose her sight?]
9. They spoke in a whisper because the baby was sleeping. Repeat.
10. They spoke in a whisper because the baby was sleeping. Transform: why. [Why did they speak in a whisper?]

VOCABULARY

Listen and repeat the words and sentences.

Page 297

Please refer to the definition file.



Imagining that the Past was Different

3rd CONDITIONAL

Page **299**

We use the 3rd Conditional when we imagine something in the past that did not really happen.

The structure is if + past perfect + would have done.

For example,

If I had gone to the park yesterday, I would have eaten an ice cream.

Repetition Drill

Listen to the teacher and repeat the sentences.

Page 300

1. If I had moved a bit closer, I would have seen the actress clearly.
2. If the dancer's movement hadn't changed, they would have won.
3. If you had come early, the list of options would have been made.
4. If they had expressed their true intentions, we would have helped them.
5. If you had intended to make her happy, you would have at least greeted her.
6. If she had achieved her goals in life, she would have gone to China.
7. She would have committed to come if you had asked her to.
8. If you had broken your commitment, she would have gone to Japan.
9. I would have understood if you had told me earlier.
10. If we had clearly understood the issue, we would have trusted them.
11. If mom had listened to our objections, we would have lived happily.
12. If the organization had changed the policies, the members would have stayed.

Basic Multiple-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 301

1. If I had understood the lesson, I wouldn't have slept.
2. If I had understood the story, I wouldn't have left.
3. If I had understood the movie, I wouldn't have asked.
4. If I had liked the show, I wouldn't have asked.
5. If I had prepared the copy, I wouldn't have asked.

Basic Multiple-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 302

1. She would have committed to come if you had asked her.
2. Anna would have intended to come if you had asked her.
3. Anna would have tried to come if you had invited her.
4. Anna would have tried to work if you had permitted her.
5. Anna would have tried to move if you had let her.

Intermediate Multiple-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 303

1. I would have gone to the mall if it hadn't rained yesterday. Repeat.
2. I would have gone to the mall if it hadn't rained yesterday. Change: we, park. [We would have gone to the park if it hadn't rained yesterday.]
3. We would have gone to the park if it hadn't rained yesterday. Change: you, slept. [We would have gone to the park if you hadn't slept yesterday.]
4. We would have gone to the park if you hadn't slept yesterday. Change: walked, around. [We would have walked around the park if you hadn't slept yesterday.]
5. We would have walked around the park if you hadn't slept yesterday. Change: we, all day. [We would have walked around the park if we hadn't slept all day.]

Basic Sentence Expansion Drill

Listen to the teacher and repeat the sentences.

Page 304

1. I would have told her if she had shown her objections to this.
2. I would have told her my goals if she had shown her objections to this.
3. I would have told her my goals if she had not shown her objections to this.
4. I would have told her my goals if she had not shown me her objections to this.

Basic Sentence Expansion Drill

Listen to the teacher and repeat the sentences.

Page 305

1. We would have cooked dinner if you had come.
2. Actually, we would have cooked dinner if you had come.
3. Actually, we would have cooked dinner if you had not come.
4. Actually, we would have not cooked dinner if you had not come.

Intermediate Sentence Expansion Drill

Listen to the teacher and follow the instructions.

Page 306

1. I would have changed the policy if I had options. Repeat.
2. I would have changed the policy if I had options. Add: not. [I would not have changed the policy if I had options.]
3. I would not have changed the policy if I had options. Add: been given. [I would not have changed the policy if I had been given options.]
4. I would not have changed the policy if I had been given options. Add: only. [I would not have changed the policy if only I had been given options.]
5. I would not have changed the policy if only I had been given options. Add: many. [I would not have changed the policy if only I had been given many options.]

Transformation Drill

Listen to the teacher and follow the instructions.

Page 307

1. If we stay there, we will feel the movement of the ship. Repeat.
2. If we stay there, we will feel the movement of the ship. Transform: 3rd conditional. [If we had stayed there, we would have felt the movement of the ship.]
3. She laughs a lot if she drinks wine. Repeat.
4. She laughs a lot if she drinks wine. Transform: 3rd conditional. [She would have laughed a lot if she had drunk wine.]
5. The students will pass the test if they study hard. Repeat.
6. The students will pass the test if they study hard. Transform: 3rd conditional. [The students would have passed the test if they had studied hard.]
7. We will go swimming if you finish your homework. Repeat.
8. We will go swimming if you finish your homework. Transform: 3rd conditional. [We would have gone swimming if you had finished your homework.]
9. If I leave the office early, my secretary will clean my table. Repeat.
10. If I leave the office early, my secretary will clean my table. Transform: 3rd conditional. [If I had left the office early, my secretary would have cleaned my table.]

Inflection Drill

Listen to the teacher and follow the instructions.

Page 308

1. I want to know that my sister understands the issue. Change: she. [She wants to know that my sister understands the issue.]
2. They are not considering my intentions of helping them. Change: he. [He is not considering my intentions of helping them.]
3. Maria already has commitments for this weekend. Add: I. [Maria and I already have commitments for this weekend.]
4. I understand you have objections on this matter. Change: has. [I understand he/she has objections on this matter.]
5. We intended to avoid these people. Add: didn't. [We didn't intend to avoid these people.]

Question and Answer with Prompt Drill

Listen and answer the questions in complete sentences.

Page 309

1. If you had gone to England, what would you have done there? If I had gone to England, I would have... [If I had gone to England, I would have...]
2. What would you have done if you had won a \$100,000? I would have...
[I would have... if I had won a \$100,000.]
3. Where would you have gone last year if you had owned a plane? I would have gone to ... [I would have gone to ... last year if I had owned a plane.]

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. Nobody likes the mixture of coffee and tea.
2. I watched the students dance with the rhythm.
3. I personally don't like the new version of this phone.
4. The books are kept in categories.
5. I wonder if you could help me find a restaurant near here.
6. She studied at an international school in high school.
7. Her claim was easy to understand.
8. They claimed their purchase yesterday.
9. The clothes are sorted by their color.
10. The painter is preparing his mixture of colors.
11. This rhythm is famous with young people nowadays.
12. My dad loved the old and slow version of this song while I like the fast version.

Word Stress Drill

Listen to the teacher and repeat the words.

Page **313**

1. commit
2. commitment
3. understand
4. understanding
5. intend
6. intention
7. objection
8. international
9. category
10. rhythm

Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 314

1. We bought the new version of the phone.
2. I bought the new version of the phone.
3. I claimed the new version of the phone.
4. I like the new version of the phone.
5. I like the new version of the song.
6. I like the old version of the song.
7. I know the old version of the song.
8. I know the old version of the story.
9. I wrote the old version of the story.
10. She wrote the old version of the story.

Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 315

1. Our task was to sort the things in this room. Repeat.
2. Our task was to sort the things in this room. Change: my. [My task was to sort the things in this room.]
3. My task was to sort the things in this room. Change: job. [My job was to sort the things in this room.]
4. My job was to sort the things in this room. Change: is. [My job is to sort the things in this room.]
5. My job is to sort the things in this room. Change: stuff. [My job is to sort the stuff in this room.]
6. My job is to sort the stuff in this room. Change: office. [My job is to sort the stuff in this office.]
7. My job is to sort the stuff in this office. Change: arrange. [My job is to arrange the stuff in this office.]
8. My job is to arrange the stuff in this office. Change: clean. [My job is to clean the stuff in this office.]
9. My job is to clean the stuff in this office. Change: area. [My job is to clean the stuff in this area.]
10. My job is to clean the stuff in this area. Change: floor. [My job is to clean the floor in this area.]
11. My job is to clean the floor in this area. Change: wash. [My job is to wash the floor in this area.]

Question Intonation Drill

Listen and practice the intonation of these questions.

1. What did I find in the children's category?
2. When did she lose her sight?
3. Do you want to work in an international company?
4. Who was identified somewhere in town?
5. Would you mind if I opened the door?
6. Did you ever wonder why she always goes out at night?

Page 316

- [1. What did I find in the children's category? ↘]
[2. When did she lose her sight? ↘]
[3. Do you want to work in an international company? ↗]
[4. Who was identified somewhere in town? ↘]
[5. Would you mind if I opened the door? ↗]
[6. Did you ever wonder why she always goes out at night? ↗]

Basic Sentence Expansion Drill

Listen to the teacher and repeat the sentences.

Page 317

1. If we had mixtures of paints, we would paint this room.
2. If we had mixtures of paints, we would paint this room pink.
3. If we had many mixtures of paints, we would paint this room pink.
4. If we had many mixtures of paints, we would really paint this room pink.

Basic Sentence Expansion Drill

Listen to the teacher and repeat the sentences.

Page **318**

1. Her claim was her sister studied at a university.
2. Her claim was her sister studied at a famous university.
3. Her claim was her sister studied at a famous university in Japan.
4. Her claim was she and her sister studied at a famous university in Japan.
5. Her claim was she and her sister studied at a famous international university in Japan.

Intermediate Sentence Expansion Drill

Listen to the teacher and follow the instructions.

Page **319**

1. I wonder if the clothes are in categories. Repeat.
2. I wonder if the clothes are in categories. Add: in my shop. [I wonder if the clothes in my shop are in categories.]
3. I wonder if the clothes in my shop are in categories. Add: now. [I wonder if the clothes in my shop are in categories now.]
4. I wonder if the clothes in my shop are in categories now. Add: proper. [I wonder if the clothes in my shop are in proper categories now.]

Transformation Drill

Listen to the teacher and follow the instructions.

Page 320

1. People dance with the rhythm in the bar. Repeat.
2. People dance with the rhythm in the bar. Transform: where. [Where do people dance with the rhythm?]
3. I found this book in the children's category. Repeat.
4. I found this book in the children's category. Transform: what. [What did I find in the children's category?]
5. I wonder why mom left yesterday. Repeat.
6. I wonder why mom left yesterday. Transform: what. [What do I wonder?]
7. The children claim their prizes happily. Repeat.
8. The children claim their prizes happily. Transform: who. [Who claim their prizes happily?]
9. I don't believe him because he looks suspicious. Repeat.
10. I don't believe him because he looks suspicious. Transform: why. [Why don't I believe him?]

- 1. The park is nowhere in sight.**
- 2. Can I see this kind of sight anywhere?**
- 3. Her courage led her somewhere in this city.**
- 4. People have different beliefs everywhere in the world.**
- 5. I believe I have seen her somewhere.**

6. Let's solve this problem somewhere.
7. Silence is a must everywhere in the library.
8. The beautiful actress is given a lot of attention everywhere she goes.
9. You can read about our leader's response to the issue anywhere.
10. The criminal was identified somewhere in the west.

1. If I had moved a bit closer, I would have seen the actress clearly.
2. If the dancer's movement hadn't changed, they would have won.
3. If you had come early, the list of options would have been made.
4. If they had expressed their true intentions, we would have helped them.
5. If you had intended to make her happy, you would have at least greeted her.

6. If she had achieved her goals in life, she would have gone to China.
7. She would have committed to come, if you had asked her to.
8. If you had broken your commitment, she would have gone to Japan.
9. I would have understood if you had told me earlier.
10. If we had had a clearer understanding of the issue, we would have trusted them.

- 1. Nobody likes the mixture of coffee and tea.**
- 2. I watched the students dance with the rhythm.**
- 3. I personally don't like the new version of this phone.**
- 4. The books are kept in categories.**
- 5. I wonder if you could help me find a restaurant near here.**

- 6. She studied at an international school in high school.**
- 7. Her claim was easy to understand.**
- 8. They claimed their purchase yesterday.**
- 9. The clothes are sorted by their color.**
- 10. The painter is preparing his mixture of colors.**

Sentence Chunking Drill

Practice the proper chunking of the following sentences.

1. **Nowadays, this old belief is practiced nowhere.**
2. **The criminal was identified somewhere in town.**
3. **They spoke in a whisper because the baby was sleeping.**
4. **We just whispered it because silence is a must everywhere here.**
5. **The beautiful actress is given a lot of attention everywhere she goes.**

Page 327

- [1. Nowadays, | this old belief is practiced nowhere.]
- [2. The criminal was identified | somewhere in town.]
- [3. They spoke in a whisper | because the baby was sleeping.]
- [4. We just whispered it | because silence is a must everywhere here.]
- [5. The beautiful actress | is given a lot of attention | everywhere she goes.]

Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 328

1. They heard there are wonderful sights somewhere here.
2. We heard there are wonderful sights somewhere here.
3. We think there are wonderful sights somewhere here.
4. We think there are exciting sights somewhere here.
5. We think there are exciting sights everywhere here.
6. I think there are exciting sights everywhere here.
7. I believe there are exciting sights everywhere here.
8. I know there are exciting sights everywhere here.
9. I know there are nice sights everywhere here.
10. I know there are nice restaurants everywhere here.

Basic Multiple-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 329

1. She would have committed to come if you had asked her.
2. Anna would have intended to come if you had asked her.
3. Anna would have tried to come if you had invited her.
4. Anna would have tried to work if you had permitted her.
5. Anna would have tried to move if you had let her.

Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 330

1. Our task was to sort the things in this room. Repeat.
2. Our task was to sort the things in this room. Change: my. [My task was to sort the things in this room.]
3. My task was to sort the things in this room. Change: job. [My job was to sort the things in this room.]
4. My job was to sort the things in this room. Change: is. [My job is to sort the things in this room.]
5. My job is to sort the things in this room. Change: stuff. [My job is to sort the stuff in this room.]
6. My job is to sort the stuff in this room. Change: office. [My job is to sort the stuff in this office.]
7. My job is to sort the stuff in this office. Change: arrange. [My job is to arrange the stuff in this office.]
8. My job is to arrange the stuff in this office. Change: clean. [My job is to clean the stuff in this office.]
9. My job is to clean the stuff in this office. Change: area. [My job is to clean the stuff in this area.]
10. My job is to clean the stuff in this area. Change: floor. [My job is to clean the floor in this area.]
11. My job is to clean the floor in this area. Change: wash. [My job is to wash the floor in this area.]

Intermediate Multiple-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page **331**

1. I would have gone to the mall if it hadn't rained yesterday. Repeat.
2. I would have gone to the mall if it hadn't rained yesterday. Change: we, park. [We would have gone to the park if it hadn't rained yesterday.]
3. We would have gone to the park if it hadn't rained yesterday. Change: you, slept. [We would have gone to the park if you hadn't slept yesterday.]
4. We would have gone to the park if you hadn't slept yesterday. Change: walked, around. [We would have walked around the park if you hadn't slept yesterday.]
5. We would have walked around the park if you hadn't slept yesterday. Change: we, all day. [We would have walked around the park if we hadn't slept all day.]

Word Stress Drill

Listen to the teacher and repeat the words.

Page 332

1. commit
2. commitment
3. understand
4. understanding
5. intend
6. intention
7. objection
8. international
9. category
10. rhythm

Question Intonation Drill

Listen and practice the intonation of these sentences.

1. What did I find in the children's category?
2. When did she lose her sight?
3. Do you want to work in an international company?
4. Who was identified somewhere in town?
5. Would you mind if I opened the door?
6. Did you ever wonder why she always goes out at night?

Page 333

- [1. What did I find in the children's category? ㄴ]
- [2. When did she lose her sight? ㄴ]
- [3. Do you want to work in an international company? ㄹ]
- [4. Who was identified somewhere in town? ㄴ]
- [5. Would you mind if I opened the door? ㄹ]
- [6. Did you ever wonder why she always goes out at night? ㄹ]

Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 334

1. The beautiful actress is given much attention everywhere. Repeat.
2. The beautiful actress is given much attention everywhere. Change: famous.
[The famous actress is given much attention everywhere.]
3. The famous actress is given much attention everywhere. Change: player.
[The famous player is given much attention everywhere.]
4. The famous player is given much attention everywhere. Change: basketball.
[The basketball player is given much attention everywhere.]
5. The basketball player is given much attention everywhere. Change: was. [The basketball player was given much attention everywhere.]

Basic Sentence Expansion Drill

Listen to the teacher and repeat the sentences.

Page 335

1. I would have told her if she had shown her objections to this.
2. I would have told her my goals if she had shown her objections to this.
3. I would have told her my goals if she had not shown her objections to this.
4. I would have told her my goals if she had not shown me her objections to this.

Question and Answer with Prompt Drill

Listen and answer the questions in complete sentences.

Page 336

1. If you had gone to England, what would you have done there? If I had gone to England, I would have... [If I had gone to England, I would have...]
2. What would you have done if you had won a \$100,000? I would have...
[I would have... if I had won a \$100,000.]
3. Where would you have gone last year if you had owned a plane? I would have gone to ... [I would have gone to ... last year if I had owned a plane.]

Transformation Drill

Listen to the teacher and follow the instructions.

Page 337

1. The criminal was identified somewhere in town. Repeat.
2. The criminal was identified somewhere in town. Transform: who. [Who was identified somewhere in town?]
3. She looked at her reflection in the mirror anywhere in the mall. Repeat.
4. She looked at her reflection in the mirror anywhere in the mall. Transform: what. [What did she look at in the mirror anywhere in the mall?]
5. The big mirror near the window reflects the street lights. Repeat.
6. The big mirror near the window reflects the street lights. Transform: which. [Which big mirror reflects the street lights?]
7. The girl lost her sight when she was young. Repeat.
8. The girl lost her sight when she was young. Transform: when. [When did she lose her sight?]
9. They spoke in a whisper because the baby was sleeping. Repeat.
10. They spoke in a whisper because the baby was sleeping. Transform: why. [Why did they speak in a whisper?]

Writing Exercise

Listen and type the sentences in the chat box.

Page 338

1. The actors and actresses are showing their abilities on stage tomorrow night.
2. He has all the qualifications they need so he's going to try tomorrow.
3. I was told by my head to think things over before making decisions.
4. Business ownership has to go through many processes.
5. Would you prefer to call him back or would you like me to call him for you?
6. She would prefer to pay her debts in full.
7. Dad is studying with him tomorrow for an interview.
8. The committee should think it over before making punishments.