

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.
3. Would you mind if I asked you to change your style? Change: told.
4. Would you mind if I told you to change your style? Change: friends.
5. Would you mind if I told you to change your friends? Change: do.
6. Do you mind if I tell you to change your friends? Change: trust.
7. Do you mind if I tell you to trust your friends? Change: they.
8. Do you mind if they tell you to trust your friends? Change: his.
9. Do you mind if they tell you to trust his friends? Change: procedure.
10. Do you mind if they tell you to trust his procedure? Change: 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.
3. Do you mind if I change the payment process? Add: don't.
4. Do you mind if I don't change the payment process? Add: later.
5. Do you mind if I don't change the payment process later? Add: last.

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

Inflection Drill

Listen to the teacher and follow the instructions.

Page 90

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

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.
3. Money is the solution to their problem. Repeat.
4. Money is the solution to their problem. Transform: what.
5. The procedure was done yesterday. Repeat.
6. The procedure was done yesterday. Transform: when.
7. I experienced singing in public in Japan. Repeat.
8. I experienced singing in public in Japan. Transform: where.
9. The lawyer was given protection from the police. Repeat.
10. The lawyer was given protection from the police. Transform: who.

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

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.

- 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.**

Page 94

- 1. Ask the student to read the sentences.**
- 2. Correct the student's pronunciation.**

- 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.**

Page 95

- 1. Ask the student to read the sentences.**
- 2. Correct the student's pronunciation.**

- 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.**

Page 96

- 1. Ask the student to read the sentences.**
- 2. Correct the student's pronunciation.**

- 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. Ask the student to read the sentences.**
- 2. Correct the student's pronunciation.**

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?**

Page 98

1. Ask the student to read the sentences.
2. Correct the student's pronunciation.

- 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?**

Page 99

- 1. Ask the student to read the sentences.**
- 2. Correct the student's pronunciation.**

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. mo <u>v</u> ie		
7. diff <u>i</u> cult		
8. <u>v</u> ery		

Page 100

1. confident –
2. effort –
3. everybody –
4. favorite –
5. previous –
6. movie –
7. difficult–
8. very –

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.
3. The director taught her to become a better actress. Change: helped, good.
4. The director helped her to become a good actress. Change: movie, famous.
5. The movie helped her to become a famous actress. Change: made, proud.
6. The movie made her to become a proud actress. Change: film, dramatic.

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.
3. I know a very nice lawyer. Change: met.
4. I met a very nice lawyer. Change: dentist.
5. I met a very nice dentist. Change: we.
6. We met a very nice dentist. Change: beautiful.
7. We met a very beautiful dentist. Change: reporter.
8. We met a very beautiful reporter. Change: asked.
9. We asked a very beautiful reporter. Change: secretary.
10. We asked a very beautiful secretary. Change: they.

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

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.
3. He needs confidence for the dramatic show. Change: effort.
4. He needs effort for the dramatic show. Change: actors.
5. He needs actors for the dramatic show. Change: movie.
6. He needs actors for the dramatic movie. Change: has.
7. He has actors for the dramatic movie. Change: musical.
8. He has actors for the musical movie. Change: singers.
9. He has singers for the musical movie. Change: short.
10. He has singers for the short movie. Change: 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.
3. Would you mind if I closed the door? Add: wooden.
4. Would you mind if I closed the wooden door? Change: cleaned.
5. Would you mind if I cleaned the wooden door? Add: tomorrow.
6. Would you mind if I cleaned the wooden door tomorrow? Change: table.
7. Would you mind if I cleaned the wooden table tomorrow? Change: removed.
8. Would you mind if I removed the wooden table tomorrow? Change: rails.
9. Would you mind if I removed the wooden rails tomorrow? Change: do.
10. Do you mind if I remove the wooden rails tomorrow? Add: 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.**

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.
3. I can see his confidence. Repeat.
4. I can see his confidence. Transform: what.
5. They did the recording yesterday. Repeat.
6. They did the recording yesterday. Transform: when.
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.
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.

Inflection Drill

Listen to the teacher and follow the instructions.

Page 109

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

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**

Writing Substitution Exercise

Listen, type the sentences, and follow the instructions.

Page 111

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

Change: he

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

Change: director

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

Change: assist

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

Change: she

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

Change: trust

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

Change: military

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

Change: they

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.
3. If I were the president of this country, I would give everybody money. Change: company, them.
4. If I were the president of this company, I would give them money. Change: leader, organization.
5. If I were the leader of this organization, I would give them money. Change: protect, 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.
3. She was a very famous official in the country. Change: politician.
4. She was a very famous politician in the country. Change: he.
5. He was a very famous politician in the country. Change: serious.
6. He was a very serious politician in the country. Change: king.
7. He was a very serious king in the country. Change: leader.
8. He was a very serious leader in the country. Change: dangerous.
9. He was a very dangerous leader in the country. Change: state.
10. He was a very dangerous leader in the state. Change: 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.
2. The president has to change the laws of the country. Add: the authority.
3. The president has the authority to change the laws of the country. Add: unfair.
4. The president has the authority to change the unfair laws of the country. Add: new.

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.
3. They had a very strange culture in the past. Repeat.
4. They had a very strange culture in the past. Transform: when.
5. The soldiers protect the king. Repeat.
6. The soldiers protect the king. Transform: who.
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.
9. We understand the processes of the government. Repeat.
10. We understand the processes of the government. Transform: what.

Inflection Drill

Listen to the teacher and follow the instructions.

Page 120

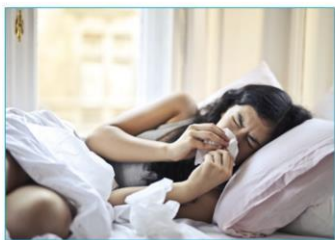
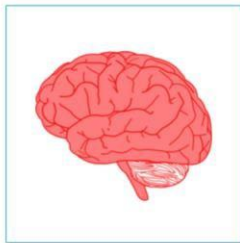
1. They were having problems with the government. Change: don't.
2. They love to talk about politics. Change: he.
3. A king should protect his people. Change: kings.
4. She wants to change the law herself. Change: himself.
5. The president is having a meeting. Change: presidents.

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. <u>l</u> aw		
2. <u>l</u> ea <u>d</u> er		
3. <u>t</u> rea <u>t</u>		
4. <u>b</u> loo <u>d</u>		
5. <u>c</u> o <u>l</u> ds		

	/l/	/r/
6. wo <u>r</u> ry		
7. <u>p</u> ro <u>t</u> ect		
8. <u>l</u> ist		
9. co <u>l</u> lege		
10. <u>r</u> ecord		

Page 125

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

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.
3. His cousin has a problem with her bones. Change: daughter.
4. His daughter has a problem with her bones. Change: chest.
5. His daughter has a problem with her chest. Change: blood.
6. His daughter has a problem with her blood. Change: sister.
7. His sister has a problem with her blood. Change: doctor.
8. His sister has a problem with her doctor. Change: conversation.
9. His sister has a conversation with her doctor. Change: had.
10. His sister had a conversation with her doctor. Change: appointment.

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.
3. We are worried about our colds. Change: were, scared.
4. We were scared about our colds. Change: of, neighbor.
5. We were scared of our neighbor. Change: he, is.

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.
3. My doctor has successfully treated people. Add: many.
4. My doctor has successfully treated many people. Add: 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.
3. Our parents will treat us. Add: to coffee.
4. Our parents will treat us to coffee. Add: tomorrow.
5. Our parents will treat us to coffee tomorrow. Add: 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.
3. She worries about her health. Change: mother.
4. She worries about her mother. Add: a lot.
5. She worries a lot about her mother. Change: their.
6. She worries a lot about their mother. Change: safety.
7. She worries a lot about their safety. Add: outside.
8. She worries a lot about their safety outside. Change: he.
9. He worries a lot about their safety outside. Change: pets.
10. He worries a lot about their pets outside. Add: cute.

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.
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.
5. His worries make him sick. Repeat.
6. His worries make him sick. Transform: what.
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.
9. I broke a bone when I was young. Repeat.
10. I broke a bone when I was young. Transform: when.
11. He is a very good brain doctor. Repeat.
12. He is a very good brain doctor. Transform: not.

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

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.

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.

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 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 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.
3. She can even change the organization herself. Change: He, himself.
4. He can even change the organization himself. Change: look into, terms.
5. He can even look into the terms himself. Change: check, must.
6. He must even check the terms himself. Change: you, 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.
3. Even though the noise was loud, he was still able to study. Add: very.
4. Even though the noise was very loud, he was still able to study. Add: hard.
5. Even though the noise was very loud, he was still able to study hard. Add: and annoying.

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.
3. They turned down the terms and agreement. Add: company's.
4. They turned down the company's terms and the agreement. Add: didn't.
5. They didn't turn down the company's terms and the agreement. Add: last week.

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.
3. Would you mind if I turned this down? Change: do.
4. Do you mind if I turn this down? Change: music.
5. Do you mind if I turn the music down? Change: she.

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.
2. He is now in his second term in the position. Change: she.
3. Even this child knows the meaning of the term. Change: children.
4. The leader of the country discussed world peace. Add: should.
5. They don't even look into the quality of his work. Change: she.

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.
3. My lawyer is going to look into these terms. Repeat.
4. My lawyer is going to look into these terms. Transform: who.
5. A murder happened last night. Repeat.
6. A murder happened last night. Transform: when.
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.
9. They promised to look into the procedure. Repeat.
10. They promised to look into the procedure. Add: didn't.

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.**

- 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.**

Page 148

- 1. Ask the student to read the sentences.**
- 2. Correct the student's pronunciation.**

- 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.**

Page 149

- 1. Ask the student to read the sentences.**
- 2. Correct the student's pronunciation.**

- 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.**

Page 150

- 1. Ask the student to read the sentences.**
- 2. Correct the student's pronunciation.**

- 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.**

Page **151**

- 1. Ask the student to read the sentences.**
- 2. Correct the student's pronunciation.**

- 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!**

Page 152

- 1. Ask the student to read the sentences.**
- 2. Correct the student's pronunciation.**

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.

Page 153

1. Ask the student to read the sentences.
2. Correct the student's pronunciation.

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. col <u>d</u> s		

	/l/	/r/
6. wor <u>r</u> y		
7. p <u>r</u> ot <u>e</u> ct		
8. <u>l</u> ist		
9. col <u>l</u> ege		
10. r <u>e</u> c <u>r</u> ord		

Page 155

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

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.
3. His cousin has a problem with her bones. Change: daughter.
4. His daughter has a problem with her bones. Change: chest.
5. His daughter has a problem with her chest. Change: blood.
6. His daughter has a problem with her blood. Change: sister.
7. His sister has a problem with her blood. Change: doctor.
8. His sister has a problem with her doctor. Change: conversation.
9. His sister has a conversation with her doctor. Change: had.
10. His sister had a conversation with her doctor. Change: appointment.

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.
3. She can even change the organization herself. Change: He, himself.
4. He can even change the organization himself. Change: look into, terms.
5. He can even look into the terms himself. Change: check, must.
6. He must even check the terms himself. Change: you, 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.
2. The president has to change the laws of the country. Add: the authority.
3. The president has the authority to change the laws of the country. Add: unfair.
4. The president has the authority to change the unfair laws of the country. Add: new.

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.
3. She worries about her health. Change: mother.
4. She worries about her mother. Add: a lot.
5. She worries a lot about her mother. Change: their.
6. She worries a lot about their mother. Change: 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.
9. He worries a lot about their safety outside. Change: pets.
10. He worries a lot about their pets outside. Add: cute.

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

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.**

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.
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.
5. His worries make him sick. Repeat.
6. His worries make him sick. Transform: what.
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.
9. I broke a bone when I was young. Repeat.
10. I broke a bone when I was young. Transform: when.
11. He is a very good brain doctor. Repeat.
12. He is a very good brain doctor. Transform: not.

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.
3. They had a very strange culture in the past. Repeat.
4. They had a very strange culture in the past. Transform: when.
5. The soldiers protect the king. Repeat.
6. The soldiers protect the king. Transform: who.
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.
9. We understand the processes of the government. Repeat.
10. We understand the processes of the government. Transform: what.

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

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

Change: children

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

Change: conversation

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

Change: state

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

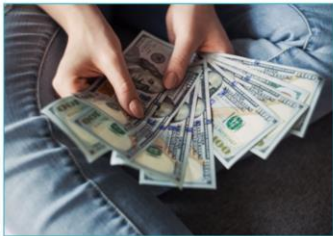
Change: himself

VOCABULARY

Listen and repeat the words and sentences.

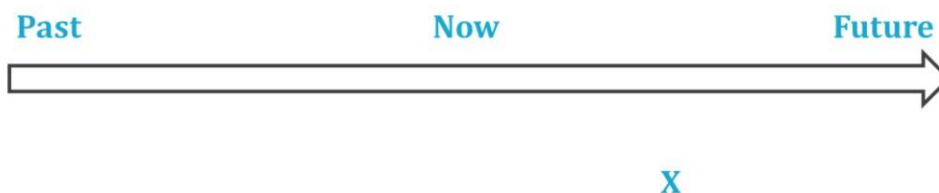
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Please refer to the definition file.





Talking About Future Events 3

PRESENT CONTINUOUS FOR FUTURE

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.
3. Dad is leaving with him tomorrow for an interview. Change: later.
4. Dad is leaving with him later for an interview. Change: you.
5. Dad is leaving with you later for an interview. Change: coming.

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.
3. I'm staying home. Add: to save up.
4. I'm staying home to save up. Add: this weekend.
5. I'm staying home this weekend to save up. Add: 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.
3. We are showing the list of qualifications next week. Repeat.
4. We are showing the list of qualifications next week. Transform: what.
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.

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.
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.

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

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?