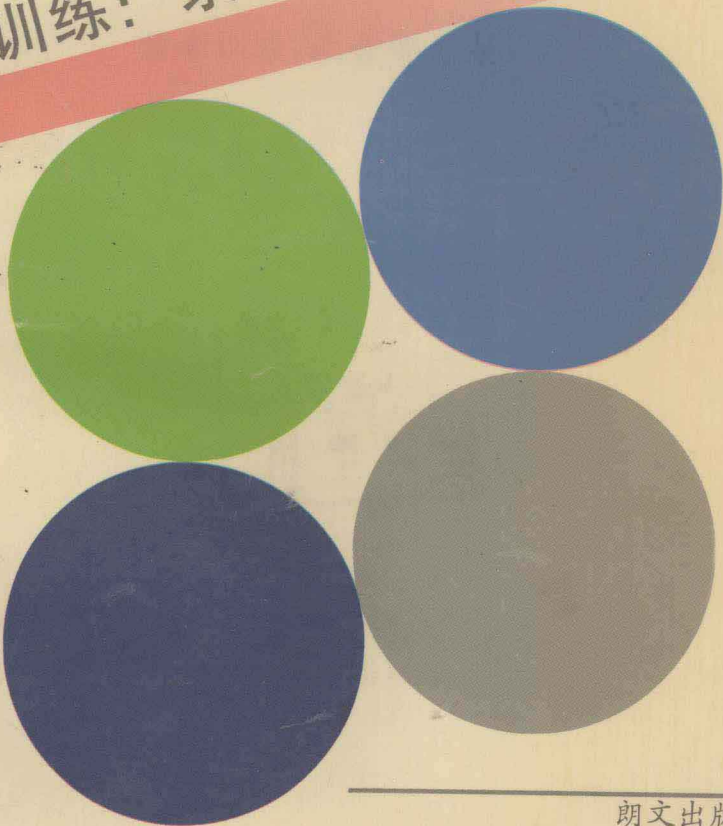


NEW
CONCEPT ENGLISH

RECORDED DRILLS: TAPESCRIPT

新概念英语

录音训练：录音带文字资料 L.G.ALEXANDER



朗文出版公司

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Recorded Drills: Tapescript

L. G. ALEXANDER

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1—4册(合订本)

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NEW CONCEPT ENGLISH

FIRST THINGS FIRST

Recc ded Drills: Tapescript

L. G. ALEXANDER

新概念英语

第一册 看图学话

录音训练：录音带文字资料

INTRODUCTION

AIMS

1. To provide teachers with carefully graded oral drills which will be suitable for language-laboratory work with absolute beginners during their first year of study. It is assumed that the students will be doing most of their language work in the classroom and that the laboratory will only be used at regular or irregular intervals to reinforce oral exercises already practised in class.
2. To train students to respond accurately and automatically to statements and questions in a way that will prepare them adequately for free oral expression when their command of English increases. While students will always have to exercise their critical faculties when working in the laboratory, the drills are designed to keep errors to a minimum.
3. Teachers who do not have access to a language laboratory may, if they wish, practise the drills in the classroom. For this purpose, the teacher may make use of a tape-recorder or work direct from the tapescript. If the material is used in this way, the students may be trained to respond in chorus, small groups or individually, depending on local conditions. Where a library of tapes is available, students may be encouraged to practise the drills by themselves during private study periods at school or to do oral work at home in place of ordinary written assignments.

A DESCRIPTION OF THE MATERIAL

The drills are in no sense a complete and self-contained language course and should not be used as such. They are a fully integrated part of *First Things First* which is a beginners' course for use in the classroom. The structural grading and vocabulary employed in the drills are derived entirely from the main course. This ensures that the student will never be obliged to cope with unfamiliar patterns and lexical items when working in the laboratory. There is sufficient material for one year's work, beginning at the pre-elementary stage (absolute beginners) and ending when the student is about to enter the pre-intermediate stage. Each drill lasts for approximately 3½ minutes (the time in minutes is given at the head of each drill). There are 72 drills in all, one for each Teaching Unit in the main course.

The Methods Used

All the language-laboratory drills have the same basic form. The student is provided with a stimulus which seeks to elicit a well-defined simulated natural response. Each pattern the student practises is not presented as the exemplification of some abstract grammar-rule, but simply as *a way of saying something*. There are four phases in this stimulus-response pattern which never varies:

STIMULUS
RESPONSE
CORRECT RESPONSE
REPETITION

The student hears a question or statement and responds to it. He then hears the correct response and repeats it.

Both *progressive* and *static* patterns are practised and the student is always required to give a response which simulates the conditions of ordinary speech. If the answer the student gives occasionally sounds correct but stilted, it is because the drill seeks to practise a particular pattern. For instance, in ordinary conversation, the answer to a question like 'Do you want tea or coffee?' would simply be '(Tea), please'. If, however, we wish to practise the use of *some* and *any* with countable and uncountable nouns in the laboratory, the answer might be: 'I want some tea, but I don't want any coffee'. Drill-work done in the laboratory is subject to technical and linguistic limitations. The student must therefore be trained to practise patterns which will increase his command of structural words, even if this occasionally means sacrificing the more spontaneous type of response.

At the pre-elementary level, the drills are entirely audiovisual: the student is required to refer to the pictures in the Students' Book in order to carry out each drill. Here is an example taken from Teaching Unit 5/Lesson 10:

STIMULUS: Look at number 11.
 Is the man fat or thin?

The student refers to picture 11 and responds: *He's not thin. He's fat.*

CORRECT RESPONSE: He's not thin. He's fat.

The student repeats: *He's not thin. He's fat.*

In the tapescript, the stimulus is indicated by the letter 'S' and the student's response by the letter 'R'. The drill quoted above would be set out as follows:

S: Look at number 11. Is the man fat or thin?

*R: He's not thin. He's fat.

The teacher is provided with essential information about the drills in each tapescript. He is told which response will be elicited and whether the drills are in numerical sequence (following the frames in the Students' Book) or not. If the student is required to work without the book, this is always indicated. Before beginning a drill, the student listens to the Tutor's recorded instructions and then to three or four examples. An electronic bleep is heard before each response. This is shown by an asterisk before the letter 'R' in the tapescript. The bleep will be heard *only* in the examples and before the *first* response the student is required to give. After the examples have been given, the Tutor's voice tells the student to respond in the same way and the student may then proceed with the drill.

In many drills there is a double stimulus. In this example, taken from Teaching Unit 7/Lesson 14, the aim is to elicit negative and affirmative statements involving the use of colour-adjectives:

S: Look at number 20. What colour's Mr Ford's umbrella?

S: Is it brown?

*R: It isn't brown. It's black.

In a few exercises, two four-phase drills occur side by side. The following drill, taken from Teaching Unit 11/Lesson 22, requires a double response:

S: Look at numbers 1001 and 1002.

*R: Give me a cup please.

S: Which one? This dirty one?

*R: No, not this dirty one. That clean one.

As the student progresses, he builds up a serviceable vocabulary and set of simple patterns which make him less dependent on illustrations. The final drills are entirely audio-lingual. The student is required to respond without referring to his book. In this example, taken from Teaching Unit 60/Lesson 120, the aim is to elicit affirmative statements involving the use of the simple past and the past perfect:

S: Did you read the book?

S: Yes, but I saw the film first.

*R: I read the book after I had seen the film.

Pronoun Changes

In all the drills the student is required to assume that he is taking part in the conversation and must therefore change the pronouns accordingly. A number of devices are used to ensure that the student will use the correct pronoun. These examples, taken from Teaching Unit 47/Lesson 94, seek to elicit negative and affirmative statements involving the use of *shall* and *will*:

S: Look at number 1. Will you go to Athens next week?

*R: No, I shan't go to Athens next week. I shall go to Accra.

S: Number 2. Will you and Jane fly to Berlin this week?

*R: No, we shan't fly to Berlin this week. We shall fly to Athens.

S: Number 3. Will Sam leave for Bombay next month?

*R: No, he won't leave for Bombay next month. He will leave for Berlin.

Pronunciation and Speed of Delivery

The material has been recorded by male and female speakers all of whom employ Received Pronunciation (RP), that is, the standard English that is used by B.B.C. radio and television announcers. The delivery is at slightly less than normal speed but the essential features of stress and intonation have not been distorted. Though there are no drills which are specifically designed to train the student in pronunciation, stress and intonation, it should be noted that rhythmic patterns often remain consistent in many of the drills.

HOW TO WORK

In the Classroom

The teacher should work through a selected number of drills in the classroom to prepare the students for a session in the laboratory. In most cases, the patterns to be drilled in the laboratory will have been practised during the course of the normal classroom lesson anyway. When preparing the students for laboratory work, the teacher should make use of the tapescript only.

In the Laboratory

The students will work at their own pace, practising each drill thoroughly until they are capable of completing it without mistakes. When a drill has been completely mastered, the student may go on to a new one. While monitoring laboratory work, the teacher should make sure that the students not only master the linguistic items that are being drilled, but the stress and intonation patterns given in the correct responses.

Suggested Procedure

1. The student plays the drill and records his answers.
2. He winds back the tape and checks his own responses.
3. If he has made any mistakes, he does the drill again. He may have to repeat the drill several times until he gets it right.
4. As soon as the student has mastered a drill, he may proceed to a new one.

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Teaching Unit 1

Lesson 2

Time: 2.25

To elicit: Is this your (pen)?
Numerical sequence.

Tutor: *Look at Lesson 2.*
Look and listen. Do not speak.

(a) S: Look at number 1.

*R: Is this your pen?

(b) S: Yes, it is. Number 2.

*R: Is this your pencil?

(c) S: Yes, it is. Number 3.

*R: Is this your book?

S: Yes, it is.

Tutor: *Now you ask the questions.*
Ready?

1. As in (a) above.

2. As in (b) above.

3. As in (c) above.

4. S: Yes, it is. Number 4.

R: Is this your watch?

5. S: Yes, it is. Number 5.

R: Is this your coat?

6. S: Yes, it is. Number 6.

R: Is this your dress?

7. S: Yes, it is. Number 7.

R: Is this your skirt?

8. S: Yes, it is. Number 8.

R: Is this your shirt?

9. S: Yes, it is. Number 9.

R: Is this your car?

10. S: Yes, it is. Number 10.

R: Is this your house?

S: Yes, it is.

*R: No, it isn't.

(b) S: Number 2. Is this your pencil?

*R: Yes, it is.

(c) S: Number 3. Is this your book?

*R: Yes, it is.

Tutor: *Now you answer the questions.*
Ready?

1. As in (a) above.

2. As in (b) above.

3. As in (c) above.

4. S: Number 4. Is this your watch?

R: Yes, it is.

5. S: Number 5. Is this your dress?

R: No, it isn't.

6. S: Number 6. Is this your dress?

R: Yes, it is.

7. S: Number 7. Is this your shirt?

R: No, it isn't.

8. S: Number 8. Is this your shirt?

R: Yes, it is.

9. S: Number 9. Is this your car?

R: Yes, it is.

10. S: Number 10. Is this your school?

R: No, it isn't.

11. S: Number 11. Is this your suit?

R: Yes, it is.

12. S: Number 12. Is this your house?

R: No, it isn't.

13. S: Number 13. Is this your teacher?

R: Yes, it is.

14. S: Number 14. Is this your daughter?

R: No, it isn't.

15. S: Number 15. Is this your daughter?

R: Yes, it is.

Teaching Unit 2

Lesson 4

Time: 3.09

To elicit: No, it isn't.
Yes, it is.
Numerical sequence.

Tutor: *Look at Lesson 4.*
Look and listen. Do not speak.

(a) S: Look at number 1. Is this your pencil?

Teaching Unit 3

Lesson 6

Time: 3.59

To elicit: It isn't (a French) car. It's
(a Swedish) car.
Numerical sequence.

Tutor: *Look at Lesson 6.*
Look and listen. Do not speak.

(a) S: Look at number 8. That's a Volvo.

- S: Is it a Swedish car or a French car?
 *R: It isn't a French car. It's a Swedish car.
- (b) S: Number 9. That's a Citroen.
 S: Is it a French car or a Swedish car?
 *R: It isn't a Swedish car. It's a French car.
- (c) S: Number 10. That's a Volkswagen.
 S: Is it a German car or a Dutch car?
 *R: It isn't a Dutch car. It's a German car.

Tutor: *Now you answer the questions. Ready?*

- As in (a) above.
- As in (b) above.
- As in (c) above.
- S: Number 11. That's a Daf.
 S: Is it a Dutch car or a German car?
 R: It isn't a German car. It's a Dutch car.
- S: Number 12. That's a Moskovitch.
 S: Is it a Russian car or an English car?
 R: It isn't an English car. It's a Russian car.
- S: Number 13. That's a Morris.
 S: Is it an English car or a Russian car?
 R: It isn't a Russian car. It's an English car.
- S: Number 14. That's a Buick.
 S: Is it an American car or an Italian car?
 R: It isn't an Italian car. It's an American car.
- S: Number 15. That's a Fiat.
 S: Is it an Italian car or an American car?
 R: It isn't an American car. It's an Italian car.

Teaching Unit 4

Lesson 8

Time: 4.36

To elicit: (He) isn't (a taxi-driver).
 (He's a policeman).
 Numerical sequence.

Tutor: *Look at Lesson 8. Look and listen. Do not speak.*

- (a) S: Look at number 11. What's his job?
 S: Is he a policeman or a taxi-driver?
 *R: He isn't a taxi-driver. He's a policeman.
- (b) S: Number 12. What's her job?
 S: Is she a policewoman or an air-hostess?
 *R: She isn't an air-hostess. She's a policewoman.
- (c) S: Number 13. What's his job?
 S: Is he a taxi-driver or a policeman?
 *R: He isn't a policeman. He's a taxi-driver.

Tutor: *Now you answer the questions. Ready?*

- As in (a) above.
- As in (b) above.
- As in (c) above.
- S: Number 14. What's her job?
 S: Is she an air-hostess or a policewoman?
 R: She isn't a policewoman. She's an air-hostess.
- S: Number 15. What's his job?
 S: Is he a postman or a milkman?
 R: He isn't a milkman. He's a postman.
- S: Number 16. What's her job?
 S: Is she a nurse or a housewife?
 R: She isn't a housewife. She's a nurse.
- S: Number 17. What's his job?
 S: Is he a mechanic or a barber?
 R: He isn't a barber. He's a mechanic.
- S: Number 18. What's his job?
 S: Is he a barber or a mechanic?
 R: He isn't a mechanic. He's a barber.

9. S: Number 19. What's her job?
 S: Is she a housewife or a nurse?
 R: She isn't a nurse. She's a housewife.
10. S: Number 20. What's his job?
 S: Is he a milkman or a postman?
 R: He isn't a postman. He's a milkman.

Teaching Unit 5

Lesson 10

Time: 4.26

To elicit: He's/she's not (thin).
 He's/she's (fat).
 Non-numerical sequence.

Tutor: *Look at Lesson 10.
 Look and listen. Do not speak.*

- (a) S: Look at number 11. Is the man fat or thin?
 *R: He's not thin. He's fat.
- (b) S: Number 17. Is Mr Ford hot or cold?
 *R: He's not cold. He's hot.
- (c) S: Number 20. Is the air-hostess young or old?
 *R: She's not old. She's young.

Tutor: *Now you answer the questions.
 Ready?*

- As in (a) above.
 - As in (b) above.
 - As in (c) above.
4. S: Number 12. Is the woman thin or fat?
 R: She's not fat. She's thin.
5. S: Number 18. Is Mrs Ford cold or hot?
 R: She's not hot. She's cold.
6. S: Number 14. Is the policewoman short or tall?
 R: She's not tall. She's short.
7. S: Number 19. Is the milkman old or young?
 R: He's not young. He's old.
8. S: Number 15. Is the mechanic dirty or clean?
 R: He's not clean. He's dirty.
9. S: Number 13. Is the policeman tall or short?

- R: He's not short. He's tall.
10. S: Number 16. Is the nurse clean or dirty?
 R: She's not dirty. She's clean.

Teaching Unit 6

Lesson 12

Time: 3.51

To elicit: It isn't (Miss Dupont's).
 It's (Stella's).
 Numerical sequence.

Tutor: *Look at Lesson 12.
 Look and listen. Do not speak.*

- (a) S: Look at number 22. Whose is that handbag?
 S: Is it Miss Dupont's?
 *R: It isn't Miss Dupont's. It's Stella's.
- (b) S: Number 23. Whose is that car?
 S: Is it Mr Ford's?
 *R: It isn't Mr Ford's. It's Paul's.
- (c) S: Number 24. Whose is that coat?
 S: Is it Stella's?
 *R: It isn't Stella's. It's Miss Dupont's.

Tutor: *Now you answer the questions.
 Ready?*

- As in (a) above.
 - As in (b) above.
 - As in (c) above.
4. S: Number 25. Whose is that umbrella?
 S: Is it Paul's?
 R: It isn't Paul's. It's Mr Ford's.
5. S: Number 26. Whose is that pen?
 S: Is it your father's?
 R: It isn't my father's. It's my son's.
6. S: Number 27. Whose is that dress?
 S: Is it your mother's?
 R: It isn't my mother's. It's my daughter's.
7. S: Number 28. Whose is that suit?
 S: Is it your son's?
 R: It isn't my son's. It's my father's.
8. S: Number 29. Whose is that skirt?
 S: Is it your daughter's?
 R: It isn't my daughter's. It's my mother's.

9. S: Number 30. Whose is that blouse?
 S: Is it your mother's?
 R: It isn't my mother's. It's my sister's.
10. S: Number 31. Whose is that tie?
 S: Is it your father's?
 R: It isn't my father's. It's my brother's.

Teaching Unit 7

Lesson 14

Time: 4.33

To elicit: His/her (umbrella) isn't (brown). It's (black).
 Non-numerical sequence.

Tutor: *Look at Lesson 14
 Look and listen. Do not speak.*

- (a) S: Look at number 20. What colour's Mr Ford's umbrella?
 S: Is it brown?
 *R: It isn't brown. It's black.
- (b) S: Number 50. What colour's Miss Dupont's coat?
 S: Is it white?
 *R: It isn't white. It's grey.
- (c) S: Number 90. What colour's the boy's tie?
 S: Is it yellow?
 *R: It isn't yellow. It's orange.

Tutor: *Now you answer the questions.
 Ready?*

- As in (a) above.
 - As in (b) above.
 - As in (c) above.
4. S: Number 30. What colour's Paul's car?
 S: Is it red?
 R: It isn't red. It's blue.
5. S: Number 80. What colour's Mrs White blouse?
 S: Is it orange?
 R: It isn't orange. It's yellow.
6. S: Number 40. What colour's Tim's shirt?
 S: Is it blue?
 R: It isn't blue. It's white.

7. S: Number 100. What colour's Mr Ford's hat?
 S: Is it green and red?
 R: It isn't green and red. It's grey and black.
8. S: Number 60. What colour's the woman's case?
 S: Is it grey?
 R: It isn't grey. It's brown.
9. S: Number 101. What colour's Mrs Davis's dog?
 S: Is it grey and black?
 R: It isn't grey and black. Its brown and white.
10. S: Number 70. What colour's Mrs White's carpet?
 S: Is it green?
 R: It isn't green. It's red.

Teaching Unit 8

Lesson 16

Time: 4.25

To elicit: Our (books) are not (blue). They are (red).
 Non-numerical sequence.

Tutor: *Look at Lesson 16.
 Look and listen. Do not speak.*

- (a) S: Look at number 90. What colour are your tickets?
 S: Are they white?
 *R: Our tickets are not white. They are yellow.
- (b) S: Number 107. What colour are your pens?
 S: Are they red?
 *R: Our pens are not red. They are blue.
- (c) S: Number 102. What colour are your passports?
 S: Are they blue?
 *R: Our passports are not blue. They are green.

Tutor: *Now you answer the questions.
 Ready?*

- As in (a) above.
- As in (b) above.
- As in (c) above.

4. S: Number 104. What colour are your handbags?
 S: Are they grey?
 R: Our handbags are not grey. They are white.
5. S: Number 110. What colour are your blouses?
 S: Are they orange?
 R: Our blouses are not orange. They are yellow.
6. S: Number 80. What colour are your coats?
 S: Are they black?
 R: Our coats are not black. They are grey.
7. S: Number 109. What colour are your dresses?
 S: Are they brown?
 R: Our dresses are not brown. They are green.
8. S: Number 70. What colour are your shirts?
 S: Are they blue?
 R: Our shirts are not blue. They are white.
9. S: Number 101. What colour are your hats?
 S: Are they green and red?
 R: Our hats are not green and red. They are black and grey.
10. S: Number 105. What colour are your ties?
 S: Are they red?
 R: Our ties are not red. They are orange.

Teaching Unit 9

Lesson 18

Time: 4.17

To elicit: They aren't (mechanics).
 They're (clerks).
 Non-numerical sequence.

Tutor: *Look at Lesson 18.
 Look and listen. Do not speak.*

- (a) S: Look at number 100. What are their jobs?
 S: Are they mechanics?
 *R: They aren't mechanics. They're clerks.

- (b) S: Number 900. What are their jobs?
 S: Are they typists?
 *R: They aren't typists. They're nurses.
- (c) S: Number 1002. What are their jobs?
 S: Are they postmen?
 *R: They aren't postmen. They're milkmen.

Tutor: *Now you answer the questions.
 Ready?*

- As in (a) above.
 - As in (b) above.
 - As in (c) above.
4. S: Number 1000. What are their jobs?
 S: Are they policewomen?
 R: They aren't policewomen. They're air-hostesses.
5. S: Number 400. What are their jobs?
 S: Are they customs officers?
 R: They aren't customs officers. They're engineers.
6. S: Number 800. What are their jobs?
 S: Are they barbers?
 R: They aren't barbers. They're taxi-drivers.
7. S: Number 600. What are their jobs?
 S: Are they engineers?
 R: They aren't engineers. They're teachers.
8. S: Number 1001. What are their jobs?
 S: Are they policewomen?
 R: They aren't policewomen. They're housewives.
9. S: Number 500. What are their jobs?
 S: Are they milkmen?
 R: They aren't milkmen. They're barbers.
10. S: Number 200. What are their jobs?
 S: Are they nurses?
 R: They aren't nurses. They're typists.

Teaching Unit 10

Lesson 20

Time: 4.07

To elicit: They're not (dirty):
They're (clean).
Non-numerical sequence.

Tutor: *Look at Lesson 20.
Look and listen. Do not speak.*

- (a) S: Look at number 105. Look at that boy's shoes.
S: Are they dirty?
*R: They're not dirty. They're clean.
- (b) S: Number 217. Look at those postmen.
S: Are they cold?
*R: They're not cold. They're hot.
- (c) S: Number 321. Look at those barbers.
S: Are they thin?
R: They're not thin. They're fat.

Tutor: *Now you answer the questions.
Ready?*

- As in (a) above.
- As in (b) above.
- As in (c) above.
- S: Number 433. Look at those shoes.
S: Are they small?
R: They're not small. They're big.
- S: Number 545. Look at those shops.
S: Are they shut?
R: They're not shut. They're open.
- S: Number 657. Look at those cases.
S: Are they heavy?
R: They're not heavy. They're light.
- S: Number 769. Look at grandmother and grandfather.
S: Are they young?
R: They're not young. They're old.
- S: Number 881. Look at those hats.
S: Are they new?
R: They're not new. They're old.
- S: Number 999. Look at those policemen.
S: Are they short?

- R: They're not short. They're tall.
10. S: Number 1000. Look at those trousers.
S: Are they long?
R: They're not long. They're short.

Teaching Unit 11

Lesson 22

Time: 5.00

To elicit: Give me a (cup) please.
No, not this/that (dirty) one.
This/that (clean) one.
Numerical Sequence.

Tutor: *Look at Lesson 22.
Look and listen. Do not speak.*

- (a) S: Look at numbers 1001 and 1002.
*R: Give me a cup please.
S: Which one? This dirty one?
*R: No, not this dirty one. That clean one.
- (b) S: Numbers 1003 and 1004.
*R: Give me a glass please.
S: Which one? That full one?
*R: No, not that full one. This empty one.
- (c) S: Numbers 1005 and 1006.
*R: Give me a bottle please.
S: Which one? This large one?
*R: No, not this large one. That small one.

Tutor: *Now you do the same.
Ready?*

- As in (a) above.
- As in (b) above.
- As in (c) above.
- S: Numbers 1007 and 1008.
R: Give me a box please.
S: Which one? That little one?
R: No, not that little one. This big one.
- S: Numbers 1009 and 1010.
R: Give me a tin please.
S: Which one? This new one?
R: No, not this new one. That old one.
- S: Numbers 1011 and 1012.

- R: Give me a knife please.
 S: Which one? That blunt one?
 R: No, not that blunt one. This sharp one.
7. S: Numbers 1013 and 1014.
 R: Give me a spoon please.
 S: Which one? This new one?
 R: No, not this new one. That old one.
8. S: Numbers 1015 and 1016.
 R: Give me a fork please.
 S: Which one? That small one?
 R: No, not that small one. This large one.

Teaching Unit 12

Lesson 24

Time: 4.36

To elicit: Give me some (pens) please.
 The ones on the (desk).
 Numerical sequence.

Tutor: *Look at Lesson 24.*
Look and listen. Do not speak.

- (a) S: Look at number 1117.
 *R: Give me some pens please.
 S: Which ones?
 *R: The ones on the desk.
- (b) S: Number 1218.
 *R: Give me some ties please.
 S: Which ones?
 *R: The ones on the chair.
- (c) S: Number 1319.
 *R: Give me some spoons please.
 S: Which ones?
 *R: The ones on the table.

Tutor: *Now you do the same. Ready?*

- As in (a) above.
 - As in (b) above.
 - As in (c) above.
4. S: Number 1420.
 R: Give me some plates please.
 S: Which ones?
 R: The ones on the sideboard.
5. S: Number 1521.
 R: Give me some cigarettes please.

- S: Which ones?
 R: The ones on the television.
6. S: Number 1622.
 R: Give me some boxes please.
 S: Which ones?
 R: The ones on the floor.
7. S: Number 1723.
 R: Give me some bottles please.
 S: Which ones?
 R: The ones on the dressing-table.
8. S: Number 1824.
 R: Give me some books please.
 S: Which ones?
 R: The ones on the shelf.
9. S: Number 1925.
 R: Give me some magazines please.
 S: Which ones?
 R: The ones on the bed.
10. S: Number 2000.
 R: Give me some newspapers please.
 S: Which ones?
 R: The ones on the radio.

Teaching Unit 13

Lesson 26

Time: 3.32

To elicit: No, there isn't one (on the floor).
 There's (a clean) one (on the table).
 Numerical sequence.

Tutor: *Look at Lesson 26.*
Look and listen. Do not speak.

- (a) S: Look at number 3000. Is there a clean cup on the floor?
 *R: No, there isn't one on the floor. There's a clean one on the table.
- (b) S: Number 4000. Is there a large box on the shelf?
 *R: No, there isn't one on the shelf. There's a large one on the floor.
- (c) S: Number 5000. Is there an empty glass in the refrigerator?
 *R: No, there isn't one in the refrigerator. There's an empty one in the sideboard.

Tutor: Now you answer the questions.

Ready?

1. As in (a) above.
2. As in (b) above.
3. As in (c) above.
4. S: Number 6000. Is there a sharp knife on the tin?
R: No, there isn't one on the tin. There's a sharp one on the plate.
5. S: Number 7000. Is there a dirty fork on the plate?
R: No, there isn't one on the plate. There's a dirty one on the tin.
6. S: Number 8000. Is there a full bottle in the sideboard?
R: No, there isn't one in the sideboard. There's a full one in the refrigerator.
7. S: Number 9000. Is there a blunt pencil on the table?
R: No, there isn't one on the table. There's a blunt one on the desk.
8. S: Number 10,000. Is there a small spoon in the glass?
R: No, there isn't one in the glass. There's a small one in the cup.

Teaching Unit 14

Lesson 28

Time: 3.19

To elicit: No, there aren't any (books).
There are some (cigarettes).
They're (near that box).
Non-numerical sequence.

Tutor: Look at Lesson 28.

Look and listen. Do not speak.

- (a) S: Look at number 1120.
Are there any books on the dressing-table?
*R: No, there aren't any books. There are some cigarettes.
S: Where are they?
*R: They're near that box.
- (b) S: Number 5560. Are there any ties on the floor?

*R: No, there aren't any ties. There are some shoes

S: Where are they?

*R: They're near the bed.

(c) S: Number 8890. Are there any glasses on the sideboard?

*R: No, there aren't any glasses. There are some bottles.

S: Where are they?

*R: They're near those tins.

Tutor: Now you answer the questions.

Ready?

1. As in (a) above.
2. As in (b) above.
3. As in (c) above.
4. S: Number 9999. Are there any newspapers on the shelf?
R: No, there aren't any newspapers. There are some tickets.
S: Where are they?
R: They're in that handbag.
5. S: Number 6670. Are there any forks on the table?
R: No, there aren't any forks. There are some knives.
S: Where are they?
R: They're in that box.
6. S: Number 10,001. Are there any cups on the radio?
R: No, there aren't any cups. There are some glasses.
S: Where are they?
R: They're near those bottles.

Teaching Unit 15

Lesson 30

Time: 2.31

To elicit imperative statements.
Non-numerical sequence.

Tutor: Look at Lesson 30.

Look and listen. Do not speak.

- (a) S: Look at number 2. ... open.
*R: Open your desk.
- (b) S: Number 6. ... put on.
*R: Put on your watch.
- (c) S: Number 13. ... turn on.
*R: Turn on the light.