

NEW CONCEPT ENGLISH

DEVELOPING SKILLS

Recorded Drills: Tapescript

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INTRODUCTION

AIMS

- 1 To provide teachers with carefully graded oral drills which will be suitable for language-laboratory work with intermediate students who may be preparing for the Cambridge Lower Certificate Examination. 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 for additional oral practice
2. To enable students to practise difficult sentence patterns by responding accurately and rapidly to statements and questions. 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 addition to or 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 should be practised in conjunction with *Developing Skills* which is an intermediate classroom course leading to the L.C.E. Examination. The drills set out to revise difficult sentence patterns which the students learned at the pre-intermediate level. A few new patterns related to those previously learned are introduced as well. There are 60 drills in all, one for each lesson in the main course. Each drill lasts approximately 3½ minutes. The presentation of patterns is cyclical; the drills become progressively harder but allow for constant revision.

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 simple as *a way of saying something*.

These drills differ in two important respects from those devised to accompany *First Things First* and *Practice and Progress*

- 1 There are fifteen stimulus/response exercises per lesson instead of ten. This is to compensate for the inevitable diminution of pattern practice and grammar study in the classroom

- 2 All the drills at this level are three-phase, not four-phase:

STIMULUS
RESPONSE
CORRECT RESPONSE

The student hears a question or statement and responds to it. He then hears the correct response. The student is usually required to give a response which simulates the conditions of ordinary speech. Sometimes, however, it has been necessary to sacrifice the more spontaneous, open-ended type of response in order to practice a particular pattern. The pace throughout is brisk and the student is given just enough time to answer at normal speed. Here is an example taken from Drill 15 of the way a typical exercise is conducted. The aim is to elicit tag responses involving the use of *may*, *can* and *could* in polite requests:

STIMULUS: You may use my phone. I don't mind.

The student responds: *May I? That's very kind of you.*

CORRECT RESPONSE: *May I? That's very kind of you.*

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: You may use my phone. I don't mind.

*R: *May I? That's very kind of you.*

The teacher is provided with essential information about the drills in each tapescript. 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 a small number of drills a double stimulus is given. In this example, taken from Drill 18, the aim is to elicit questions involving the use of verbs and adjectives followed by prepositions:

S: Does he approve?

S: Does he like hunting?

*R: Does he approve of hunting?

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. Drills requiring a first person plural response have been excluded.

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. Delivery is at normal speed and the pace is lively. Though there are no exercises 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 class-

room to prepare the students for a session in the laboratory. The students should do the laboratory drills *after* they have completed the classroom oral and written work required in a particular lesson. 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 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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DRILL 1

Word Order

Time: 2' 50"

To elicit brief answers to questions and to enable the student to build up complete statements. Students must be familiar with the passage.

Tutor: *Drill 1. Listen. Do not speak.*

R: Pumas are large, cat-like animals which are found in America.

Pumas are large, cat-like animals which are found in America.

(a) S: What do pumas look like?

*R: Like cats.

(b) S: Where are pumas found?

*R: In America.

(c) S: Are pumas large or small?

*R: Large.

(d) S: Pumas are large . . .

*R: Pumas are large, cat-like animals which are found in America.

Tutor: *Now you answer the questions in the same way. Ready?*

R: Pumas are large, cat-like animals which are found in America.

Pumas are large, cat-like animals which are found in America.

1. As in (a) above.

2. As in (b) above.

3. As in (c) above.

4. As in (d) above.

R: Reports came into London Zoo that a wild puma had been spotted forty-five miles south of London.

Reports came into London Zoo that a wild puma had been spotted forty-five miles south of London.

5. S: Where were the reports received?

R: At London Zoo.

6. S: What had been spotted south of London?

R: A wild puma.

7. S: How far south?

R: Forty-five miles.

8. S: Reports came into London Zoo . . .

R: Reports came into London Zoo that a wild puma had been spotted forty-five miles south of London.

R: The hunt for the puma began in a small village where a woman picking blackberries saw 'a large cat'.

The hunt for the puma began in a small village where a woman picking blackberries saw 'a large cat'.

9. S: Where did the hunt begin?

R: In a small village.

10. S: Was the puma seen by a man or a woman?

R: By a woman.

11. S: What was the woman doing at the time?

R: Picking blackberries.

12. S: The hunt for the puma . . .

R: The hunt for the puma began in a small village where a woman picking blackberries saw 'a large cat'.

DRILL 2

The Present Continuous

Time: 2' 4"

To elicit statements involving the use of the present continuous with *always* to indicate the frequent recurrence of an action.

Tutor: *Drill 2. Listen. Do not speak.*

(a) S: I've borrowed George's car.

*R: You're always borrowing George's car.

(b) S: He's got into trouble.

*R: He's always getting into trouble.

(c) S: She's written a letter.

*R: She's always writing letters.

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

1. As in (a) above.
2. As in (b) above.
3. As in (c) above.
4. S: He's been punished.
R: He's always been punished.
5. S: She's been naughty.
R: She's always being naughty.
6. S: I've caught a cold.
R: You're always catching colds.
7. S: He's lost his umbrella.
R: He's always losing his umbrella.
8. S: He's smoked a cigar.
R: He's always smoking cigars.
9. S: They've gone by plane.
R: They're always going by plane.
10. S: She's bought a new hat.
R: She's always buying new hats.
11. S: She's changed her mind.
R: She's always changing her mind.
12. S: I've made a mistake.
R: You're always making mistakes.
13. S: He's drunk some coffee.
R: He's always drinking coffee.
14. S: They've eaten some sweets.
R: They're always eating sweets.
15. S: They've repaired the road.
R: They're always repairing the road.

1. As in (a) above.
2. As in (b) above.
3. As in (c) above.
4. S: They're leaving early.
R: They left early yesterday, too, didn't they?
5. S: They're swimming in the lake.
R: They swam in the lake yesterday, too, didn't they?
6. S: It's flying over London.
R: It flew over London yesterday, too, didn't it?
7. S: He's sitting in the second row.
R: He sat in the second row yesterday, too, didn't he?
8. S: They're driving to London.
R: They drove to London yesterday, too, didn't they?
9. S: He's sending a parcel.
R: He sent a parcel yesterday, too, didn't he?
10. S: She's speaking to the new students.
R: She spoke to the new students yesterday, too, didn't she?
11. S: He's having a bath.
R: He had a bath yesterday, too, didn't he?
12. S: He's giving them a talk.
R: He gave them a talk yesterday, too, didn't he?
13. S: They're going swimming.
R: They went swimming yesterday, too, didn't they?
14. S: He's taking the dog out.
R: He took the dog out yesterday, too, didn't he?
15. S: She's sweeping the garage.
R: She swept the garage yesterday, too, didn't she?

DRILL 3

The Simple Past

Time: 2' 25"

To elicit tag questions involving the use of irregular verbs in the simple past.

Tutor: *Drill 3. Listen. Do not speak.*

- (a) S: He's catching the 8.50.
*R: He caught the 8.50 yesterday, too, didn't he?
- (b) S: He's feeling ill.
*R: He felt ill yesterday, too, didn't he?
- (c) S: She's writing some letters.
*R: She wrote some letters yesterday, too, didn't she?

Tutor: *Now you ask questions in the same way. Ready?*

DRILL 4

The Present Perfect

Time: 3' 41"

To elicit negative statements involving the use of the simple present perfect and *for*. Irregular verbs only.

Tutor: *Drill 4. Listen. Do not speak.*

- (a) S: How long is it since you last saw him? Two years?
*R: About that. I haven't seen him for about two years now.
- (b) S: How long is it since you last caught a cold? Six months?
*R: About that. I haven't caught a cold for about six months now.
- (c) S: How long is it since you last did any work? Three weeks?
*R: About that. I haven't done any work for about three weeks now.

Tutor: *Now you answer the questions in the same way. Ready?*

- As in (a) above.
- As in (b) above.
- As in (c) above.
- S: How long is it since you last ate any meat? Two weeks?
R: About that. I haven't eaten any meat for about two weeks now.
- S: How long is it since you last flew in an aeroplane? Three years?
R: About that. I haven't flown in an aeroplane for about three years now.
- S: How long is it since you last grew tomatoes? Ten years?
R: About that. I haven't grown tomatoes for about ten years now.
- S: How long is it since you last spoke to him? Five days?
R: About that. I haven't spoken to him for about five days now.
- S: How long is it since you last read a book? Two months?
R: About that. I haven't read a book for about two months now.
- S: How long is it since you last swam in the Mediterranean? Five years?
R: About that. I haven't swum in the Mediterranean for about five years now.
- S: How long is it since you last rode a horse? Twenty years?
R: About that. I haven't ridden a horse for about twenty years now.

- S: How long is it since you last drove this car? Ten months?
R: About that. I haven't driven this car for about ten months now.
- S: How long is it since you last drank any coffee? Two years?
R: About that. I haven't drunk any coffee for about two years now.
- S: How long is it since you last had a haircut? A month?
R: About that. I haven't had a haircut for about a month now.
- S: How long is it since you last heard from him? Three years?
R: About that. I haven't heard from him for about three years now.
- S: How long is it since you last wore this coat? Ten days?
R: About that. I haven't worn this coat for about ten days now.

DRILL 5

Articles

Time: 2' 18"

To elicit questions involving the inclusion of the definite article before nouns used in a particular sense.

Tutor: *Drill 5. Listen. Do not speak.*

- (a) S: What's the name of that butcher?
*R: Which one? The butcher Mary goes to?
- (b) S: What's the name of that school?
*R: Which one? The school Mary goes to?
- (c) S: What's the name of that newsagent?
*R: Which one? The newsagent Mary goes to?

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

- As in (a) above.
- As in (b) above.
- As in (c) above.
- S: What's the name of that market?
R: Which one? The market Mary goes to?
- S: What's the name of that chemist?

- R: Which one? The chemist Mary goes to?
6. S: What's the name of that office?
R: Which one? The office Mary goes to?
7. S: What's the name of that greengrocer?
R: Which one? The greengrocer Mary goes to?
8. S: What's the name of that dairy?
R: Which one? The dairy Mary goes to?
9. S: What's the name of that university?
R: Which one? The university Mary goes to?
10. S: What's the name of that hospital?
R: Which one? The hospital Mary goes to?
11. S: What's the name of that theatre?
R: Which one? The theatre Mary goes to?
12. S: What's the name of that dentist?
R: Which one? The dentist Mary goes to?
13. S: What's the name of that college?
R: Which one? The college Mary goes to?
14. S: What's the name of that church?
R: Which one? The church Mary goes to?
15. S: What's the name of that doctor?
R: Which one? The doctor Mary goes to?

DRILL 6

The Past Continuous

Time: 2' 47"

To elicit questions involving the use of the past continuous to indicate the duration of an action.

Tutor: *Drill 6. Listen. Do not speak.*

- (a) S: They discussed the question last night.
*R: Do you mean to say they were discussing the question all last night?
- (b) S: He tried to meet you last week.
*R: Do you mean to say he was trying to meet me all last week?
- (c) S: She telephoned you yesterday.
*R: Do you mean to say she was telephoning me all yesterday?

Tutor: *Now you ask questions in the same way. Ready?*

- As in (a) above.
 - As in (b) above.
 - As in (c) above.
4. S: He expected you to arrive last week.
R: Do you mean to say he was expecting me to arrive all last week?
5. S: They worked on the new road last year.
R: Do you mean to say they were working on the new road all last year?
6. S: They stayed here last summer.
R: Do you mean to say they were staying here all last summer?
7. S: He read the report last Friday.
R: Do you mean to say he was reading the report all last Friday?
8. S: She collected these shells last summer.
R: Do you mean to say she was collecting these shells all last summer?
9. S: He worked here last month.
R: Do you mean to say he was working here all last month?
10. S: She decorated the house last week.
R: Do you mean to say she was decorating the house all last week?
11. S: She washed the clothes yesterday.
R: Do you mean to say she was washing the clothes all yesterday?
12. S: She wrote these letters yesterday morning.

- R: Do you mean to say she was writing these letters all yesterday morning?
13. S: He watched television yesterday afternoon.
R: Do you mean to say he was watching television all yesterday afternoon?
14. S: The police looked for him last week.
R: Do you mean to say the police were looking for him all last week?
15. S: It rained heavily last November.
R: Do you mean to say it was raining heavily all last November?

- R: Yes, but which is the most unusual?
8. S: They're all rather funny.
R: Yes, but which is the funniest?
9. S: They're all rather beautiful.
R: Yes, but which is the most beautiful?
10. S: They're all rather fast.
R: Yes, but which is the fastest?
11. S: They're all rather dangerous.
R: Yes, but which is the most dangerous?
12. S: They're all rather pretty.
R: Yes, but which is the prettiest?
13. S: They're all rather big.
R: Yes, but which is the biggest?
14. S: They're all rather hard.
R: Yes, but which is the hardest?
15. S: They're all rather valuable.
R: Yes, but which is the most valuable?

DRILL 7

The Comparison of Adjectives

Time: 2' 10"

To elicit questions involving the use of the superlative.

Tutor: *Drill 7. Listen. Do not speak.*

- (a) S: They're all rather old.
*R: Yes, but which is the oldest?
- (b) S: They're all rather good.
*R: Yes, but which is the best?
- (c) S: They're all rather expensive.
*R: Yes, but which is the most expensive?

Tutor: *Now you ask questions in the same way. Ready?*

- As in (a) above.
- As in (b) above.
- As in (c) above.
- S: They're all rather interesting.
R: Yes, but which is the most interesting?
- S: They're all rather bad.
R: Yes, but which is the worst?
- S: They're all rather heavy.
R: Yes, but which is the heaviest?
- S: They're all rather unusual.

DRILL 8

Review of Tenses: The Present Perfect Continuous and Simple

Time: 2' 59"

To elicit contrasting statements involving the use of the present perfect continuous and simple.

Tutor: *Drill 8. Listen. Do not speak.*

- (a) S: Is he still working?
*R: Yes, he's been working all afternoon and he still hasn't finished.
- (b) S: Are you still doing your homework?
*R: Yes, I've been doing my homework all afternoon and I still haven't finished.
- (c) S: Are they still playing tennis?
*R: Yes, they've been playing tennis all afternoon and they still haven't finished.

Tutor: *Now you answer the questions in the same way. Ready?*

1. As in (a) above.
2. As in (b) above.
3. As in (c) above.
4. S: Are they still arguing?
R: Yes, they've been arguing all afternoon and they still haven't finished.
5. S: Are you still writing letters?
R: Yes, I've been writing letters all afternoon and I still haven't finished.
6. S: Is she still doing the housework?
R: Yes, she's been doing the housework all afternoon and she still hasn't finished.
7. S: Are they still cleaning the car?
R: Yes, they've been cleaning the car all afternoon and they still haven't finished.
8. S: Are you still cutting the grass?
R: Yes, I've been cutting the grass all afternoon and I still haven't finished.
9. S: Is she still reading?
R: Yes, she's been reading all afternoon and she still hasn't finished.
10. S: Are they still talking about politics?
R: Yes, they've been talking about politics all afternoon and they still haven't finished.
11. S: Are they still decorating the room?
R: Yes, they've been decorating the room all afternoon and they still haven't finished.
12. S: Are you still painting the fence?
R: Yes, I've been painting the fence all afternoon and I still haven't finished.
13. S: Are you still practising the piano?
R: Yes, I've been practising the piano all afternoon and I still haven't finished.
14. S: Is she still making cakes?
R: Yes, she's been making cakes all afternoon and she still hasn't finished.

15. S: Is he still running round that field?
R: Yes, he's been running round that field all afternoon and he still hasn't finished.

DRILL 9

The Future

Time: 2' 33"

To elicit questions involving the elided form of *will* after question words.

Tutor: *Drill 9. Listen. Do not speak.*

- (a) S: I wish I knew when he intends to arrive.
*R: When'll he arrive, I wonder.
- (b) S: I wish I knew where she intends to stay.
*R: Where'll she stay, I wonder.
- (c) S: I wish I knew how he intends to fix it.
*R: How'll he fix it, I wonder.

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

1. As in (a) above.
2. As in (b) above.
3. As in (c) above.
4. S: I wish I knew what he intends to do.
R: What'll he do, I wonder.
5. S: I wish I knew where they intend to go.
R: Where'll they go, I wonder.
6. S: I wish I knew which she intends to choose.
R: Which'll she choose, I wonder.
7. S: I wish I knew who intends to tell her.
R: Who'll tell her, I wonder.
8. S: I wish I knew why he intends to remain behind.
R: Why'll he remain behind, I wonder.
9. S: I wish I knew whose he intends to borrow.
R: Whose'll he borrow, I wonder.
10. S: I wish I knew what she intends to cook.

- R: What'll she cook, I wonder.
11. S: I wish I knew where they intend to camp.
R: Where'll they camp, I wonder.
12. S: I wish I knew how she intends to do it.
R: How'll she do it, I wonder.
13. S: I wish I knew who she intends to meet.
R: Who'll she meet, I wonder.
14. S: I wish I knew why he intends to give up.
R: Why'll he give up, I wonder.
15. S: I wish I knew where she intends to wait.
R: Where'll she wait, I wonder.

DRILL 10

The Past Perfect

Time: 2' 54"

To elicit negative and affirmative statements involving the use of the past perfect after *if only* to express a past unfulfilled wish. Compare Drill 20.

Tutor: *Drill 10. Listen. Do not speak.*

- (a) S: I'm sorry I didn't mention it!
*R: If only you had mentioned it! You would have saved me a lot of trouble.
- (b) S: She's sorry she told him!
*R: If only she hadn't told him! She would have saved me a lot of trouble.
- (c) S: He's sorry he didn't come!
*R: If only he had come! He would have saved me a lot of trouble.

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

- As in (a) above.
 - As in (b) above.
 - As in (c) above.
4. S: I'm sorry I didn't post it!
R: If only you had posted it! You would have saved me a lot of trouble.
- S: She's sorry she telephoned!
R: If only she hadn't telephoned!

- She would have saved me a lot of trouble.
6. S: He's sorry he didn't help her!
R: If only he had helped her! He would have saved me a lot of trouble.
7. S: They're sorry they didn't wait.
R: If only they had waited! They would have saved me a lot of trouble.
8. S: I'm sorry I bought it!
R: If only you hadn't bought it! You would have saved me a lot of trouble.
9. S: He's sorry he didn't keep it!
R: If only he had kept it! He would have saved me a lot of trouble.
10. S: She's sorry she didn't sell it!
R: If only she had sold it! She would have saved me a lot of trouble.
11. S: They're sorry they got it!
R: If only they hadn't got it! They would have saved me a lot of trouble.
12. S: I'm sorry I didn't find it!
R: If only you had found it. You would have saved me a lot of trouble.
13. S: She's sorry she didn't shut it!
R: If only she had shut it! She would have saved me a lot of trouble.
14. S: I'm sorry I wrote to him.
R: If only you hadn't written to him! You would have saved me a lot of trouble.
15. S: She's sorry she didn't ring.
R: If only she had rung! She would have saved me a lot of trouble.

DRILL 11

Indirect Speech

Time: 3' 14"

To elicit indirect statements involving the use of *tell* followed by an auxiliary verb.

Tutor: *Drill 11. Listen. Do not speak.*

(a) S: I can't come tomorrow.

*R: Why didn't you let me know earlier? Yesterday you told me you could.

(b) S: He won't telephone you tomorrow.

*R: Why didn't you let me know earlier? Yesterday you told me he would.

(c) S: I may not return tomorrow.

*R: Why didn't you let me know earlier? Yesterday you told me you might.

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

1. As in (a) above.

2. As in (b) above.

3. As in (c) above.

4. S: I shan't be here tomorrow.

R: Why didn't you let me know earlier? Yesterday you told me you would.

5. S: She won't go to London tomorrow.

R: Why didn't you let me know earlier? Yesterday you told me she would.

6. S: They may not sail tomorrow.

R: Why didn't you let me know earlier? Yesterday you told me they might.

7. S: I can't visit him tomorrow.

R: Why didn't you let me know earlier? Yesterday you told me you could.

8. S: I shan't go to work tomorrow.

R: Why didn't you let me know earlier? Yesterday you told me you would.

9. S: He won't arrive tomorrow.

R: Why didn't you let me know earlier? Yesterday you told me he would.

10. S: He may not stay here tomorrow.

R: Why didn't you let me know earlier? Yesterday you told me he might.

11. S: I shan't see her tomorrow.

R: Why didn't you let me know earlier? Yesterday you told me you would.

12. S: She can't come to the party tomorrow.

R: Why didn't you let me know earlier? Yesterday you told me she could.

13. S: It won't be ready tomorrow.

R: Why didn't you let me know earlier? Yesterday you told me it would.

14. S: It may not arrive tomorrow.

R: Why didn't you let me know earlier? Yesterday you told me it might.

15. S: He won't be at home tomorrow.

R: Why didn't you let me know earlier? Yesterday you told me he would.

DRILL 12

Conditional Sentences

Time: 3' 15"

To elicit Type 1 conditional statements involving the use of an inversion with *should*.

Tutor: *Drill 12. Listen. Do not speak.*

(a) S: He'll arrive soon. Shall I tell him to wait?

*R: Yes. Should he arrive, please tell him to wait.

(b) S: I'll see him soon. Shall I apologize to him?

*R: Yes. Should you see him, please apologize to him.

(c) S: I'll write to him soon. Shall I send him your regards?

*R: Yes. Should you write to him, please send him my regards.

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

1. As in (a) above.

2. As in (b) above.

3. As in (c) above.

4. S: She'll telephone soon. Shall I tell her you'll be late?

R: Yes. Should she telephone, please tell her I'll be late.

5. S: She'll bring those photos soon. Shall I ask her for one?

- R: Yes. Should she bring those photos, please ask her for one.
6. S: I'll make some cakes soon. Shall I give you some?
R: Yes. Should you make any cakes, please give me some.
7. S: They'll knock soon. Shall I open the door?
R: Yes. Should they knock, please open the door.
8. S: He'll visit me soon. Shall I offer him a drink?
R: Yes. Should he visit you, please offer him a drink.
9. S: He'll wake up soon. Shall I make him a cup of tea?
R: Yes. Should he wake up, please make him a cup of tea.
10. S: She'll eat it all soon. Shall I give her some more?
R: Yes. Should she eat it all, please give her some more.
11. S: She'll visit me soon. Shall I be polite to her?
R: Yes. Should she visit you, please be polite to her.
12. S: It'll wear out soon. Shall I buy another one?
R: Yes. Should it wear out, please buy another one.
13. S: It'll rain soon. Shall I bring my umbrella?
R: Yes. Should it rain, please bring your umbrella.
14. S: There'll be an accident soon. Shall I ask for help?
R: Yes. Should there be an accident, please ask for help.
15. S: There'll be trouble soon. Shall I call the police?
R: Yes. Should there be any trouble, please call the police.

DRILL 13

Needn't

Time: 2' 47"

To elicit sentences involving the use of *needn't* to indicate absence of obligation.

Tutor: *Drill 13. Listen. Do not speak.*

- (a) S: Do I have to go to the party?
*R: It's up to you. You needn't if you don't want to.
- (b) S: Does he have to meet her at the station?
*R: It's up to him. He needn't if he doesn't want to.
- (c) S: Does she have to go to the office tomorrow?
*R: It's up to her. She needn't if she doesn't want to.

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

- As in (a) above.
 - As in (b) above.
 - As in (c) above.
4. S: Do they have to wait for the concert to finish?
R: It's up to them. They needn't if they don't want to.
5. S: Do you have to get permission to leave?
R: It's up to me. I needn't if I don't want to.
6. S: Does he have to let them know early?
R: It's up to him. He needn't if he doesn't want to.
7. S: Do you have to write immediately?
R: It's up to me. I needn't if I don't want to.
8. S: Does she have to pay the bill at once?
R: It's up to her. She needn't if she doesn't want to.
9. S: Do they have to stay behind after school?
R: It's up to them. They needn't if they don't want to.
10. S: Do I have to sign for these things?
R: It's up to you. You needn't if you don't want to.
11. S: Do you have to write a full report?
R: It's up to me. I needn't if I don't want to.
12. S: Does he have to work overtime?
R: It's up to him. He needn't if he doesn't want to.

13. S: Do they have to attend the meeting?
R: It's up to them. They needn't if they don't want to.
14. S: Do I have to get up early tomorrow?
R: It's up to you. You needn't if you don't want to.
15. S: Do you have to finish this work tonight?
R: It's up to me. I needn't if I don't want to.

DRILL 14

Have Got

Time: 2' 36"

To elicit questions involving the use of *have got* with *any* and *one*.

Tutor: *Drill 14. Listen. Do not speak.*

- (a) S: You need a match.
*R: Yes, I've run out of matches. Have you got one?
- (b) S: You need a razor blade.
*R: Yes, I've run out of razor blades. Have you got one?
- (c) S: You need some money.
*R: Yes, I've run out of money. Have you got any?

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

- As in (a) above.
 - As in (b) above.
 - As in (c) above.
4. S: You need some sugar.
R: Yes, I've run out of sugar. Have you got any?
5. S: You need some bread.
R: Yes, I've run out of bread. Have you got any?
6. S: You need some milk.
R: Yes, I've run out of milk. Have you got any?
7. S: You need a handkerchief.
R: Yes, I've run out of handkerchiefs. Have you got one?
8. S: You need a pencil.
R: Yes, I've run out of pencils. Have you got one?

9. S: You need some paper.
R: Yes, I've run out of paper. Have you got any?
10. S: You need some coffee.
R: Yes, I've run out of coffee. Have you got any?
11. S: You need a cigarette.
R: Yes, I've run out of cigarettes. Have you got one?
12. S: You need a penny.
R: Yes, I've run out of pennies. Have you got one?
13. S: You need some petrol.
R: Yes, I've run out of petrol. Have you got any?
14. S: You need some oil.
R: Yes, I've run out of oil. Have you got any?
15. S: You need a stamp.
R: Yes, I've run out of stamps. Have you got one?

DRILL 15

May, Can and Could in Polite Requests

Time: 2' 48"

To elicit tag responses involving the use of *may*, *can* and *could* in polite requests.

Tutor: *Drill 15. Listen. Do not speak.*

- (a) S: You may use my phone. I don't mind.
*R: May I? That's very kind of you.
- (b) S: The children could play in the garden. I don't mind.
*R: Could they? That's very kind of you.
- (c) S: I can put George up for the night. I don't mind.
*R: Can you? That's very kind of you.

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

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