

NCE

Practice and Progress

NEW CONCEPT ENGLISH

2

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PRACTICE AND PROGRESS

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 pre-intermediate students during their second and third years 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 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 are a fully integrated part of *Practice and Progress* which is a pre-intermediate 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 1½–2 years' work, beginning at the pre-intermediate stage and ending when the student is about to enter the intermediate stage. Each drill lasts for approximately 3½ minutes. There are 96 drills in all, one for each lesson in the main course. The cyclical presentation of Key Structures employed in *Practice and Progress* is retained in the drills. This means that patterns previously studied are revised continually, while the drills themselves at the same time become progressively harder.

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.

Mainly *static* patterns are practised in the drills 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 'Did he lend you a book?' would simply be 'Yes, he did', or 'No, he didn't'. If, however, we wish to practise the use of irregular verbs in the simple past in the laboratory, the answer might be: 'Yes, he lent me a book'. 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-intermediate level, the drills are entirely audiolingual, as the student is already in possession of a serviceable vocabulary and has mastered a large number of simple patterns. Here is an example taken from Drill 6 / K.S. 23, of the way a typical exercise is conducted. The aim is to elicit negative statements requiring the omission of the article before plural countable nouns and singular uncountable nouns:

STIMULUS: I bought a book this morning.

The student responds: *Books aren't very expensive.*

CORRECT RESPONSE: Books aren't very expensive.

The student repeats: *Books aren't very expensive.*

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: I bought a book this morning.

*R: Books aren't very expensive.

The teacher is provided with essential information about the drills in each tapescript. He is given a 'Key Structure' reference which refers him to the relevant page in *Practice and Progress* and is told which response will be elicited. 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 Drill 5 / K.S. 21, the aim is to elicit contrasting affirmative statements involving the use of the present perfect and simple past:

S: When did you have breakfast?

S: Ten minutes ago.

*R: I've already had breakfast. I had it ten minutes ago.

In a few exercises, two four-phase drills occur side by side. The following exercise, taken from Drill 91 / K.S. 222 requires a double response which will enable the student to distinguish between the use of *could* and *was able*

S: She didn't swim across the river.

*R: No, but she could if she wanted to.

S: I don't believe it.

*R: Well, she was able to swim across the river last week.

In a small number of drills, the student is asked to answer questions which are based on a particular multi-purpose text. For instance, tenses are revised in Drill 23 / K.S. 57 by getting the student to answer questions on the text. For drills of this type, the student is advised to read the passage several times before attempting to answer the questions. Any deviation from the norm in the drills is noted in the tapescript for the teacher's information.

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 Drill 13 / K.S. 37, seek to elicit affirmative statements involving the use of *shall* and *will* in the future continuous:

S: Didn't the Greenwood Boys arrive yesterday?

*R: No, they will be arriving tomorrow.

S: Didn't you write to him yesterday?

*R: No, I shall be writing to him tomorrow.

S: Didn't you and Tom play football yesterday?

*R: No, we shall be playing football tomorrow.

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 normal speed so that the essential features of stress and intonation will not be 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. 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 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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Drill 1

K.S. 13

Time: 3.05

To elicit simple statements in answer to questions beginning with Who, What, How, Where and When.

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

(a) S: What did you listen to? The news?

*R: Yes, I listened to the news.

(b) S: When did he leave? Immediately?

*R: Yes, he left immediately.

(c) S: Who was sitting behind you?
A young man and a young woman?

*R: Yes, a young man and a young woman were sitting behind me.

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

1. As in (a) above.
2. As in (b) above.
3. As in (c) above.
4. S: Where did you go last year?
To America?
R: Yes, I went to America.
5. S: Where were they waiting? At the bus-stop?
R: Yes, they were waiting at the bus-stop.
6. S: How did he open the door?
Quietly?
R: Yes, he opened the door quietly.
7. S: When did she receive a letter from her brother? Last week?
R: Yes, she received a letter from her brother last week.
8. S: What did you borrow from the library this morning? A book?
R: Yes, I borrowed a book from the library this morning.
9. S: Who spoils the soup? The cook?
R: Yes, the cook spoils the soup.
10. S: When did the match end? At four o'clock?
R: Yes, the match ended at four o'clock.

Drill 2

K.S. 15

Time: 3.09

To elicit statements involving the use of the simple present and frequency adverbs.

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

(a) S: Do you ever get up early on Sundays?

S: Never.

*R: I never get up early on Sundays

(b) S: Do you spend your holidays abroad?

S: Sometimes.

*R: I sometimes spend my holidays abroad.

(c) S: Does he answer your letters?

S: Rarely.

*R: He rarely answers my 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: Do you and Tom ever have lunch at this restaurant?
S: Frequently.
R: We frequently have lunch at this restaurant.
5. S: Do the children play football in the street?
S: Always.
R: The children always play football in the street.
6. S: Do you ever buy gramophone records?
S: Often.
R: I often buy gramophone records.
7. S: Do his friends ever visit him?
S: Seldom.
R: His friends seldom visit him.
8. S: Does she ever go to the theatre?
S: Occasionally.
R: She occasionally goes to the theatre.
9. S: Does your aunt come to see you on Sundays?
S: Generally.
R: She generally comes to see me on Sundays.

10. S: Does John get up late on Sundays?
 S: Usually.
 R: He usually gets up late on Sundays.

Drill 3

K.S. 17

Time: 3.00

To elicit affirmative statements involving the use of irregular verbs in the simple past.

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

- (a) S: Did the weather spoil your holiday?
 *R: Yes, it spoils my holiday.
 (b) S: Did you go to Italy?
 *R: Yes, I went to Italy.
 (c) S: Did you sit in the public gardens?
 *R: Yes, I sat in the public gardens.

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

- As in (a) above.
- As in (b) above.
- As in (c) above.
- S: Did the waiter teach you a few words of Italian?
 R: Yes, he taught me a few words of Italian.
- S: Did he lend you a book?
 R: Yes, he lent me a book.
- S: Did you read it?
 R: Yes, I read it.
- S: Did you understand some of it?
 R: Yes, I understood some of it.
- S: Did you think about your friends?
 R: Yes, I thought about my friends.
- S: Did you make a big decision?
 R: Yes, I made a big decision.
- S: Did you get up early?
 R: Yes, I got up early.
- S: Did you buy any cards?
 R: Yes, I bought some cards.

12. S: Did you spend the whole day in your room?
 R: Yes, I spent the whole day in my room.

Drill 4

K.S. 19

Time: 2.57

To elicit affirmative statements involving the use of the simple present perfect with *already*. Regular and irregular verbs.

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

- (a) S: Have your breakfast.
 *R: I've already had my breakfast.
 (b) S: Tell him to leave.
 *R: He's already left.
 (c) S: Tell her to comb her hair.
 *R: She's already combed her hair.

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

- As in (a) above.
- As in (b) above.
- As in (c) above.
- S: Write a letter to him.
 R: I've already written a letter to him.
- S: Turn on the radio.
 R: I've already turned on the radio.
- S: Tell her to wash the dishes.
 R: She's already washed the dishes.
- S: Tell him to read 'Macbeth'.
 R: He's already read 'Macbeth'.
- S: Take a holiday.
 R: I've already taken a holiday.
- S: Tell them to do their homework.
 R: They've already done their homework.
- S: Finish your work.
 R: I've already finished my work.
- S: Sweep the carpet.
 R: I've already swept the carpet.
- S: Tell her to make the beds.
 R: She's already made the beds.

Drill 5

K.S. 21

Time: 3.52

To elicit contrasting affirmative statements involving the use of the simple present perfect with *already* and the simple past with time expressions. Irregular verbs only.

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

- (a) S: When did you have breakfast?
S: Ten minutes ago.
*R: I've already had breakfast. I had it ten minutes ago.
- (b) S: When did he leave?
S: This morning.
*R: He's already left. He left this morning.
- (c) S: When did they go?
S: A few minutes ago.
*R: They've already gone. They went a few minutes ago.

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

- As in (a) above.
- As in (b) above.
- As in (c) above.
- S: When did you read this book?
S: Last week.
R: I've already read this book. I read it last week.
- S: When did she write those postcards?
S: Last night.
R: She's already written those postcards. She wrote them last night.
- S: When did they do their homework?
S: This afternoon.
R: They've already done their homework. They did it this afternoon.
- S: When did you take your holiday?
S: Last August.
R: I've already taken my holiday. I took it last August.
- S: When did she make the beds?
S: A short time ago.

- R: She's already made the beds.
She made them a short time ago
9. S: When did he send the letter?
S: Yesterday.
R: He's already sent the letter. He sent it yesterday.
10. S: When did you spend your money?
S: This morning.
R: I've already spent my money. I spent it this morning.

Drill 6

K.S. 23

Time: 2.40

To elicit negative statements requiring the omission of the article before plural countable nouns and singular uncountable nouns.

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

- (a) S: I bought a book this morning.
*R: Books aren't very expensive.
- (b) S: I bought a bottle of milk this morning.
*R: Milk isn't very expensive.
- (c) S: I bought a pen this morning.
*R: Pens aren't very expensive.
- (d) S: I bought a bar of chocolate this morning.
*R: Chocolate isn't very expensive.

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

- As in (a) above.
- As in (b) above.
- As in (c) above.
- As in (d) above.
- S: I bought a piece of cheese this morning.
R: Cheese isn't very expensive.
- S: I bought a postcard this morning.
R: Postcards aren't very expensive.
- S: I bought an umbrella this morning.
R: Umbrellas aren't very expensive.
- S: I bought a bottle of beer this morning.
R: Beer isn't very expensive.

9. S: I bought a comb this morning.
R: Combs aren't very expensive.
10. S: I bought a tin of tobacco this morning.
R: Tobacco isn't very expensive.

Drill 7

K.S. 25

Time: 4.15

To elicit affirmative statements involving the use of the past continuous and the simple past.

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

- (a) S: He was getting into the bath.
S: Then someone knocked at the door.
*R: Just as he was getting into the bath, someone knocked at the door.
- (b) S: She was getting off the bus.
S: Then she slipped and hurt her foot.
*R: Just as she was getting off the bus, she slipped and hurt her foot.
- (c) S: They were leaving the house.
S: Then the postman arrived.
*R: Just as they were leaving the house, the postman arrived.

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

- As in (a) above.
- As in (b) above.
- As in (c) above.
- S: I was going upstairs.
S: Then the telephone rang.
R: Just as I was going upstairs, the telephone rang.
- S: We were getting into the car.
S: Then it began to rain.
R: Just as we were getting into the car, it began to rain.
- S: I was finishing my breakfast.
S: Then aunt Lucy arrived.
R: Just as I was finishing my breakfast, aunt Lucy arrived.
- S: We were going to bed.
S: Then someone knocked at the door.

- R: Just as we were going to bed, someone knocked at the door.
8. S: I was buying a ticket.
S: Then the train came into the station.
R: Just as I was buying a ticket, the train came into the station.
9. S: She was shutting the door.
S: Then the baby woke up.
R: Just as she was shutting the door, the baby woke up.
10. S: He was crossing the road.
S: Then he saw the accident.
R: Just as he was crossing the road, he saw the accident.

Drill 8

K.S. 27

Time: 3.07

To elicit statements involving the use of the comparative form of adjectives.

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

- (a) S: Jane is shorter than Mary.
*R: I don't agree with you. I think she's taller.
- (b) S: Mary's handwriting is better than Jane's.
*R: I don't agree with you. I think it's worse.
- (c) S: Betty's dress is less expensive than Jane's.
*R: I don't agree with you. I think it's more expensive.

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

- As in (a) above.
- As in (b) above.
- As in (c) above.
- S: Joe is taller than Bill.
R: I don't agree with you. I think he's shorter.
- S: Bill's garden is worse than Joe's.
R: I don't agree with you. I think it's better.
- S: Joe's garden is less interesting than Bill's.

- R: I don't agree with you. I think it's more interesting.
7. S: Bill's garden is smaller than Joe's.
R: I don't agree with you. I think it's larger.
8. S: Jane's collection of photos is bigger than Betty's.
R: I don't agree with you. I think it's smaller.
9. S: Joe's garden is less beautiful than Bill's.
R: I don't agree with you. I think it's more beautiful.
10. S: This book is less exciting than that one.
R: I don't agree with you. I think it's more exciting.

Drill 9

K.S. 29

Time: 3.14

To elicit statements involving the use of prepositions of time: *at*, *in* and *on*.

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

- (a) S: When did he leave?
S: Eight o'clock.
*R: He left at eight o'clock.
- (b) S: When did you visit your grandmother?
S: 1966.
*R: I visited my grandmother in 1966.
- (c) S: When did he arrive?
S: This morning.
*R: He arrived in the morning.
- (d) S: When did you see him?
S: Wednesday.
*R: I saw him on Wednesday.

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

- As in (a) above.
 - As in (b) above.
 - As in (c) above.
 - As in (d) above.
5. S: When did she come here?
S: August the twenty-fourth.

- R: She came here on August the twenty-fourth.
6. S: When did you meet him?
S: This afternoon.
R: I met him in the afternoon.
7. S: When did he go to the office?
S: Half past eight.
R: He went to the office at half past eight.
8. S: When did you buy that dress?
S: Friday.
R: I bought that dress on Friday.
9. S: When did he teach you English?
S: 1961.
R: He taught me English in 1961.
10. S: When did you lend him that book?
S: The thirteenth of April.
R: I lent him that book on the thirteenth of April.

Drill 10

K.S. 31

Time: 3.50

To elicit statements involving the use of the passive (impersonal subjects only) with some of the tenses practised so far.

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

- (a) S: Tell me about the new road. Are they building it outside your house?
*R: Yes, the new road is being built outside my house.
- (b) S: Tell me about the newspapers. Do they deliver them every morning?
*R: Yes, the newspapers are delivered every morning.
- (c) S: Tell me about his work. Has he finished it?
*R: Yes, his work has been finished.
- (d) S: Tell me about the letter. Did he bring it this morning?
*R: Yes, the letter was brought this morning.

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. As in (d) above.
5. S: Tell me about the bridge. Did they build it in 1942?
R: Yes, the bridge was built in 1942.
6. S: Tell me about your watch. Have they damaged it?
R: Yes, my watch has been damaged.
7. S: Tell me about these books. Do they send them by post?
R: Yes, these books are sent by post.
8. S: Tell me about your car. Are they repairing it?
R: Yes, my car is being repaired.
9. S: Tell me about your telephone. Has he repaired it?
R: Yes, my telephone has been repaired.
10. S: Tell me about those trees. Are they cutting them down?
R: Yes, those trees are being cut down.

Drill 11

K.S. 33

Time: 3.59

To revise some of the tenses practised so far. This drill is based entirely on Text No. 11, page 33. The students must study this text again carefully before attempting the drill.

Tutor: *Drill 11. The questions in this drill are about passage number 11. Listen. Do not speak.*

- (a) S: What were you doing at the restaurant when Harry Steele came in?
*R: I was having dinner.
- (b) S: Where did Harry work years ago?
*R: He worked in a lawyer's office.
- (c) S: And now?

*R: Now he is working at a bank.

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

1. As in (a) above.
2. As in (b) above.
3. As in (c) above.
4. S: What about his salary?
R: He gets a good salary.
5. S: What does he always borrow from his friends?
R: He always borrows money.
6. S: What does he never do?
R: He never pays it back.
7. S: Where did Harry sit when he saw you?
R: He sat at the same table.
8. S: What did you ask him while he was eating?
R: I asked him to lend me two pounds.
9. S: Why were you surprised?
R: Because he gave me the money immediately.
10. S: Why did Harry want you to pay for his dinner?
R: Because he has never borrowed any money from me.

Drill 12

K.S. 35

Time: 3.00

To elicit affirmative statements involving the use of *shall* and *will* in the simple future.

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

- (a) S: Hasn't Captain Alison sailed yet?
*R: No, he will sail tomorrow.
- (b) S: Haven't you met Captain Alison yet?
*R: No, I shall meet him tomorrow.
- (c) S: Haven't you and Mary seen this film yet?
*R: No, we shall see it tomorrow.

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: Haven't Tom and Mary arrived yet?
R: No, they will arrive tomorrow.
5. S: Haven't you read this magazine yet?
R: No, I shall read it tomorrow.
6. S: Haven't you and Mary written those postcards yet?
R: No, we shall write them tomorrow.
7. S: Hasn't he bought that book yet?
R: No, he will buy it tomorrow.
8. S: Haven't you said goodbye to him yet?
R: No, I shall say goodbye to him tomorrow.
9. S: Hasn't Mary washed those dishes yet?
R: No, she will wash them tomorrow.
10. S: Haven't you and Tom done your homework yet?
R: No, we shall do it tomorrow.

Drill 13

K.S. 37

Time: 3.12

To elicit affirmative statements involving the use of *shall* and *will* in the future continuous.

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

- (a) S: Didn't the Greenwood Boys arrive yesterday?
*R: No, they will be arriving tomorrow.
- (b) S: Didn't you write to Tom yesterday?
*R: No, I shall be writing to him tomorrow.
- (c) S: Didn't you and Tom play football yesterday?
*R: No, we shall be playing football tomorrow.

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: Didn't you see Tom yesterday?
R: No, I shall be seeing him tomorrow.
5. S: Didn't they give a performance yesterday?
R: No, they will be giving a performance tomorrow.
6. S: Didn't she meet him yesterday?
R: No, she will be meeting him tomorrow.
7. S: Didn't Captain Alison sail yesterday?
R: No, he will be sailing tomorrow.
8. S: Didn't you and Mary go to London yesterday?
R: No, we shall be going to London tomorrow.
9. S: Didn't she iron those clothes yesterday?
R: No, she will be ironing them tomorrow.
10. S: Didn't your teacher correct those copybooks yesterday?
R: No, he will be correcting them tomorrow.

Drill 14

K.S. 39

Time: 4.40

To elicit affirmative statements involving the use of the simple past and the simple past perfect. Regular and irregular verbs.

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

- (a) S: When did the children run away?
S: After they had broken the window.
*R: The children ran away after they had broken the window.
- (b) S: When did he ask for a glass of water?
S: When he had finished lunch.
*R: He asked for a glass of water when he had finished lunch.

(c) S: When did they return to their hotel?

S: As soon as the sun had set.

*R: They returned to their hotel as soon as the sun had set.

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

1. As in (a) above.

2. As in (b) above.

3. As in (c) above.

4. S: When did the plane take off?

S: When I had fastened my seat belt.

R: The plane took off when I had fastened my seat belt.

5. S: When did she take a taxi?

S: After it had begun to rain.

R: She took a taxi after it had begun to rain.

6. S: When did he arrive?

S: After all the guests had left.

R: He arrived after all the guests had left.

7. S: When did she go to the post-office?

S: As soon as she had written the letter.

R: She went to the post-office as soon as she had written the letter.

8. S: When did he turn on the radio?

S: The moment I had left the room.

R: He turned on the radio the moment I had left the room.

9. S: When did you understand the problem?

S: After he had explained it.

R: I understood the problem after he had explained it.

10. S: When did you buy this car?

S: After I had borrowed some money from the bank.

R: I bought this car after I had borrowed some money from the bank.

Drill 15

K.S. 41

Time: 3.29

To elicit negative and affirmative reported statements involving a tense change after *said* and *told*.

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

(a) S: I never work on Sundays.

S: What did he say?

*R: He said he never worked on Sundays.

(b) S: I broke that plate.

S: What did he tell you?

*R: He told me he had broken that plate.

(c) S: I didn't see Tom.

S: What did he say?

*R: He said he hadn't seen Tom.

(d) S: I can go there tomorrow.

S: What did he tell you?

*R: He told me he could go there tomorrow.

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. As in (d) above.

5. S: Mr Jones will see you now.

S: What did he say?

R: He said Mr Jones would see you now.

6. S: Miss Brown isn't busy.

S: What did he tell you?

R: He told me Miss Brown wasn't busy.

7. S: I can't come tomorrow.

S: What did he say?

R: He said he couldn't come tomorrow.

8. S: I haven't heard from him.

S: What did he tell you?

R: He told me he hadn't heard from him.

9. S: I feel very nervous.

S: What did he say?

R: He said he felt very nervous.

10. S: Twenty people have already left.

- S: What did he tell you?
R: He told me twenty people had already left.

Drill 16

K.S. 43

Time: 3.33

To elicit Type I conditional statements with *if*.

Tutor: *Drill 16. Listen. Do not speak.*

- (a) S: What'll you do if he's out?
S: Call him tomorrow.
*R: If he's out, I'll call him tomorrow.
(b) S: What'll happen if he doesn't hurry?
S: He'll miss the train.
*R: If he doesn't hurry, he'll miss the train.
(c) S: What'll you do if he's working?
S: I shan't disturb him.
*R: If he's working, I shan't disturb him.

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

- As in (a) above.
- As in (b) above.
- As in (c) above.
- S: What'll happen if she parks her car in the wrong place?
S: A traffic policeman'll soon find it.
R: If she parks her car in the wrong place, a traffic policeman'll soon find it.
- S: What'll you do if he's playing football?
S: Wait for him.
R: If he's playing football, I'll wait for him.
- S: What'll happen if he plays well?
S: He'll get into the team.
R: If he plays well, he'll get into the team.
- S: What'll you do if he isn't at home?
S: Leave a message.
R: If he isn't at home, I'll leave a message.

- S: What'll you do if you can't find your umbrella?
S: Buy another one.
R: If I can't find my umbrella, I'll buy another one.
- S: What'll you do if it's raining outside?
S: Take a taxi.
R: If it's raining outside, I'll take a taxi.
- S: What'll you do if you can't get an air ticket?
S: Go by boat.
R: If I can't get an air ticket, I'll go by boat.

Drill 17

K.S. 45

Time: 2.35

To elicit questions involving the use of *have got to* and *have to*.

Tutor: *Drill 17. Listen. Do not speak.*

- (a) S: He's got to leave now.
*R: Has he really got to leave now?
(b) S: I have to find a new secretary.
*R: Do you really have to find a new secretary?
(c) S: I had to sell my car.
*R: Did you really have to sell your car?

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

- As in (a) above.
- As in (b) above.
- As in (c) above.
- S: She's got to buy a new dress.
R: Has she really got to buy a new dress?
- S: He has to appear on the stage.
R: Does he really have to appear on the stage?
- S: He had to see a doctor.
R: Did he really have to see a doctor?
- S: They've got to pay large salaries.
R: Have they really got to pay large salaries?
- S: I have to go to Sweden.