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MATERIALS ADAPTED FROM  
GRAMMAR AND IDIOM  
FOR THE LANGUAGE LABORATORY

By  
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AMERICAN UNIVERSITY OF BEIRUT

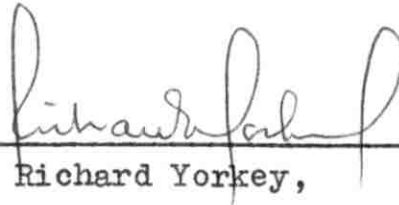
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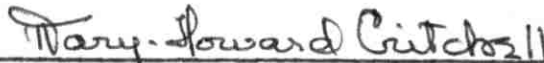
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## ABSTRACT

The language lab, as a teaching aid, has become increasingly important in recent years. It has widely spread in the U.S.A., Britain and other countries. In Iraq, a number of language labs have been installed in the last two years.

The success of the language laboratory depends largely on the instructional program used. It becomes of prime importance to develop materials that fit the requirements of the language course and to take into consideration the qualifications of the students and the limitations of the language lab. This study is an attempt to adapt certain sections from Grammar and Idiom by A. Johnson and G.C. Thornley for the language lab.

The study comprises four chapters and an introduction. The first chapter describes the most important factors that affect English teaching in Iraq and their consequent effects on the students' achievement in English.

Chapter two deals with the language lab in general. It provides the reader with the necessary information about the language lab, its types, advan-



tages and limitations. The questions of lab materials and the integration between the classroom work and the language lab are also discussed in this chapter.

Chapter three deals with the construction of the model lessons presented in chapter four. It describes the principles and assumptions underlying the construction of these lessons. It also gives a general description and evaluation of Grammar and Idiom.

Chapter four presents the tapescript of fourteen lessons representing the sections adapted from Grammar and Idiom for the language lab.

## TABLE OF CONTENTS

	Page
ABSTRACT	
Chapter	
INTRODUCTION .....	1
The Background	
The Problem	
The Objective of this Study	
Limitations	
I. ENGLISH TEACHING IN IRAQ .....	4
The English Course	
The Textbook	
The Method	
The Teacher	
II. THE LANGUAGE LABORATORY: ITS NATURE AND FUNCTION .....	17
What is a Language Laboratory?	
Equipment	
Types of Language Labs	
What Role Can the Language Lab Play in Language Teaching and Learning?	
What Makes the Language Lab Effect- ive?	
The Function and Advantages of the Language Laboratory	
Limitations of the Language Lab	
Audio-Visuals in the Language Lab	
Lab Materials	
Integration of the Lab and the Classroom	
Correlating the Lab with the Text- book	
Monitoring	
Scheduling	
Other Factors that Affect the Teach- ing Process	
The Teacher	
The Student's Use of the Lab	
Overcoming Boredom and Monotony	

Chapter	Page
III. THE CONSTRUCTION OF THE MODEL LESSONS FOR LANGUAGE LABORATORY ..	51
<p style="margin-left: 40px;">The Audio-Lingual Approach and the Language Lab in Iraq Pattern Drills and the Language Lab <u>Grammar and Idiom</u> by A. Johnson and G.C. Thornley Limitations</p>	
IV. SAMPLE LESSONS FOR THE LANGUAGE LABORATORY .....	61
Tape No. (1) The Verb "To Do" as an Independent Verb .....	61
Tape No. (2) The Verb "To Do - Making Questions .....	67
Tape No. (3) The Verb "To Do" - Making Negatives .....	78
Tape No. (4) The Verb "To Do" - Avoiding Repetition of the Main Verb - Part One .....	88
Tape No. (4) The Verb "To Do" - Avoiding Repetition of the Main Verb - Part Two .....	100
The Verb "To Do" Expressing Emphasis	
Tape No. (5) Relative Clauses With "Who" .....	113
Tape No. (6) Relative Clauses With "Whom" .....	118
Tape No. (7) Relative Clauses with "Whose" .....	126
Tape No. (8) Relative Clauses With "That" or "Which" - as Subject .	131
Tape No. (9) Relative Clauses With "That" or "Which" as Object ....	136
Tape No. (10) Relative Clauses - Relative Pronouns as Objects of the Prepositions .....	142

Chapter	Page
IV. Tape No. (11) - "Get" in the Meaning of "Obtain"; "Get" in the Meaning of "Become" .....	152
Tape No. (12) "Get" in the Meaning of "Arrive"; "Get" in the Meaning of "Receive" .....	162
Tape No. (13) "Get" in the Meaning of "Cause to Be"; "Get" Used Instead of "Be" in the Passive ..	168
APPENDIXES .....	175
A. ....	175
B. ....	178
C. ....	181
BIBLIOGRAPHY .....	182

## INTRODUCTION

### The Background:

The language lab as a teaching machine is potentially one of the most practical tools that modern technology has put in the hands of the language teacher. Its success is directly proportional to the quality of the instructional program used. The materials and equipment are so related to each other that it is fruitless to consider one without the other. The scope and limitations of the lab as well as the objectives of the course determine the quality and quantity of the materials used. The need for materials especially developed for the use in the language laboratory has resulted in a number of commercially available tapes that can be used to accompany certain language textbooks.

### The Problem:

In Iraq, the government and the Ford Foundation are planning to install a number of passive language laboratories in the Intermediate and Secondary government schools. The need for lab materials that fit the qualifications of the Iraqi students and the

requirements of a language course has been greatly felt. It is hoped that this study will satisfy some of the above listed needs and requirement.

The Objective of This Study:

Because this innovation, the language lab, has been recently introduced in our schools in Iraq, very few specially developed materials for the lab are available at present. Certain sections from Grammar and Idiom by A. Johnson and G.C. Thornley have been adapted for the language lab. The practical significance of this study is to provide the language teacher with some model lessons which he can use or develop for the purpose of teaching through the language lab.

Limitations:

In designing and developing materials for the language laboratory, the writer will have in mind:

1. The language laboratory used in the secondary schools in Iraq which is of the passive type.

This type of language laboratory imposes certain limitations on the materials used, as we shall see in more detail in chapter three.

2. The students of the secondary school level.

Although these students have had a minimum of five years of English, their standard in English is, in most cases, considered to be elementary.

## CHAPTER ONE

### ENGLISH TEACHING IN IRAQ

English is becoming an increasingly important language in Iraq. It is now recognized as an important second language in the country. It is the medium of instruction in most of the colleges at the University of Baghdad and constitutes one of the major subjects in the school curricula. It is required by all students, and therefore, receives great attention by the Ministry of Education and other educational institutes.<sup>1</sup>

This chapter deals with the major variables involved in English teaching in Iraq. Most important of these are: the English course as prescribed by

- 
- <sup>1</sup>Some of the other educational institutes are:
- a- The Foreign Languages Department in the College of Education, University of Baghdad.
  - b- College of Foreign Languages, University of Baghdad.
  - c- The British Council.
  - d- The American Institute of Languages.

These educational institutes teach English, train teachers and conduct seminars in the teaching of English. In recent years the British Council and the United States Agency for International Development have offered scholarships to English teachers for study abroad.



the Ministry of Education, the textbooks, readers and other materials, the teaching method and the teacher. Although these variables are closely related, they are dealt with separately to show the importance of each in English teaching in Iraq. We shall start first with the English Course.

### I. The English Course

The English Course prescribed by the Ministry of Education is directed toward the achievement of the objectives stated in the Curriculum of Secondary Education, issued by the Ministry itself in 1964.<sup>2</sup>

These objectives state:

The ultimate aim of the English Course is to train students:

- a- to understand English spoken at normal conversational speed on non-technical subjects within a limited vocabulary.
- b- to speak English at a reasonable speed, correctly and clearly enough to be understood by other speakers of English, and without gross errors.
- c- to read and understand with ease a text within their vocabulary and to read more difficult text with the help of a dictionary.
- d- to write plain narratives, descriptions and letters in simple correct English.

The English Course leading to the achievement of the objectives stated above is summarised as follows:

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<sup>2</sup>The Ministry of Education, Curriculum for Secondary Education, (Baghdad, Ministry of Education Press, 1964) p. 1.

The English Course is introduced at the fifth primary class and continues for seven years until the end of the fifth secondary class. The course is divided into three levels:

The primary level includes the first two years of the English Course. It starts at the fifth class and continues until the end of the sixth class. The students have a minimum of six hours a week which are mostly devoted to oral work in order to establish in the students the habit of correct pronunciation and the command of the basic structural patterns. These students are also trained in reading and writing.

At the intermediate level the course runs for three years including the third, fourth and fifth years of English. As at the primary level the students are given six hours a week of English. The emphasis shifts gradually from oral work to reading and to writing.

The secondary level includes the last two years of the English Course; i.e. the sixth and seventh years of the course. As there are two different sections at this level, the time allotted to English varies according to each section. The literary section has seven hours a week, while the scientific section has six only.

At this level the students are trained to depend more on their own effort than on their teachers.

They have to read for themselves with the aid of a dictionary. Also, at this level, a systematic study of the basic structure of English is introduced. Special periods are assigned for the teaching of English grammar.

## II. The Textbook

The textbooks used in the English Course are always prescribed by the Ministry of Education. The selection of the "proper" book presents a problem which the Ministry has to solve. By "proper" we mean those books which meet the needs of the students and the demands of the general aims of the English Course in Iraq.

Over a number of years different series of English courses have been used and changed. These changes were made by the Ministry of Education because of the high rate of failure in English in the General Ministerial Examinations among students at the different levels.<sup>3</sup> The failure to select the proper book is related, as Younis states, to many different variables; the most important of which are the following:<sup>4</sup>

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<sup>3</sup>Although statistical data is not available, the writer could claim from personal experience that the percentage of failure in English is one of the highest compared with that of the other subjects in the General Ministerial Examinations.

<sup>4</sup>Hamdi Younis, A Study of the Teaching of English as a Foreign Language with Special Reference to Iraqi Secondary Schools, University of Maryland, U.S.A., Doctoral Thesis, 1956, p. 26.

1. "The textbooks selected are not based on any linguistic or educational principles which have to be considered before the process of selection."<sup>5</sup>

2. Most of the members of the committee formed for the purpose of selecting the textbooks are not professional teachers of English and consequently are not familiar with the students' problems and the difficulties that the choice of a certain book might raise.<sup>6</sup>

The Oxford English Course for Iraq<sup>7</sup>, a series of five books, is being taught in our schools at present. Books One and Two are taught in the fifth and sixth grades of the Primary School, while Books Three, Four and Five are taught in the first, second and third grades of the Intermediate School. The objectives of the Oxford English Course are not clearly indicated in the teacher's book nor in the student's copy. But it seems that the aims of Book One and Two are to help the students to acquire the aural-oral skills and the basic sentence patterns of the language.

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<sup>5</sup>Ibid.

<sup>6</sup>Ibid.

<sup>7</sup>A.S. Hornby, D.C. Miller, and S. Hakim, The Oxford English Course for the Republic of Iraq, London, Oxford University Press, 1956.

Reading and writing are also introduced.

In Book Three, at the Intermediate level, the emphasis is shifted from oral work to silent reading. New structural patterns are also introduced.

In Book Four, reading and increasing the students' vocabulary receive greater emphasis. Little new grammatical material is introduced as most of the sentence patterns and verb tenses are covered in the first three books of the Oxford English Course.

The objectives of Book Five are; "to introduce the use of long and complete sentences and to enable the learner to reach the stage of complete self-reliance."<sup>8</sup>

At the Intermediate level supplementary readers are also prescribed by the Ministry of Education. These readers are intended to increase the student's vocabulary and his knowledge of the language.

The textbooks used at the Secondary level can be classified as the following:

1. Those which aim at increasing the student's ability in silent reading. The books used for this purpose are usually simplified novels and plays and

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<sup>8</sup> Khalil I. Hammash, The Teaching of English Vocabulary with Special Reference to the Method Adopted in Iraq, Beirut, A.U.B. M.A. Thesis, 1960, p. 117.

are chosen from supplementary reading lists.

2. Those that aim at increasing the student's ability and command in using the basic structure of the language. Grammar and Idiom, by A. Johnson and G.G.Thornley, serves this purpose by giving a systematic study of the basic English structures.

3. Those which aim at increasing the student's comprehension in reading and improving his ability in writing. The books used for this purpose are of the comprehension and precis type.

### III. The Method

The objectives of a language course shape the methods used in the language instruction. English teaching, as understood by most Iraqi teachers, aims at helping the Iraqi students to understand the text they come across in their reading. This wrong conception of the ultimate aims of the English Course as defined by the Ministry of Education in Iraq, and the unfamiliarity of most of the Iraqi English teachers with modern linguistics and methods of teaching, have resulted in emphasizing the passive rather than the active aspects of the language<sup>9</sup>. Recognition rather than production receives the primary attention.

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<sup>9</sup>See the ultimate aims of the English Course in Iraq, p.5.

It is no wonder that the majority of the Iraqi secondary school graduates find it difficult to communicate intelligibly either in speech or in writing. Besides, the greater emphasis on reading and comprehension without due regard to speaking reveals a misunderstanding of the nature of language which is primarily speech. Fries expresses the opinion that "... it is extremely doubtful whether one can really read the language without first mastering it orally. Unless one has mastered the fundamentals of the new language as a language ... that is, as a set of habits for oral production and reception ... the process of reading is a process of seeking word equivalents in his own native language."<sup>10</sup> This, in fact, characterizes English teaching in Iraq at present; language teaching amounts, in most cases, to mere translation only.

To solve this problem of English teaching, a modified Direct Method has been prescribed by the Ministry of Education. The general features that characterize this method can be summarised as follows:

1. "A modified Direct Method is used. That is, the native language is used as little as possible and every effort is made to establish direct associa-

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<sup>10</sup> Charles C. Fries, Teaching and Learning English as a Foreign Language, Ann Arbor, The University of Michigan Press, 1945, p. 6.

tion between objects and concepts on the one hand and their expression in English on the other. (See 6)"<sup>11</sup>

2. Sentence patterns, structures and vocabulary should be taught according to a systematic scheme provided by the textbook.<sup>12</sup>

3. The teaching of grammar rules in the early stages of language learning is not recommended as it hinders fluency.<sup>13</sup>

4. The use of English "synonyms" or Arabic equivalents in teaching the meanings of the English words is not recommended. The former does not give the exact meaning; and the latter "encourages mental translation and fails to establish the direct association between the concept and the English word."<sup>14</sup>

5. Pronunciation is best taught according to this method by:

- a. "Pronunciation drill for a few minutes at the beginning of each lesson.
- b. Correction of individual errors."<sup>15</sup>

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<sup>11</sup>Ministry of Education, p. 2.

<sup>12</sup>Ibid.

<sup>13</sup>Ministry of Education, p. 3.

<sup>14</sup>Ministry of Education, p. 4.

<sup>15</sup>Ministry of Education, p. 5.



6. Students are required to read and understand new material with the help of a dictionary. There are times when oral work by the teacher is needed in presenting new material.<sup>16</sup>

7. As for the written work the students are required to write compositions which are "strictly limited in length" and preceded by oral presentation.<sup>17</sup>

Although this method is a great improvement over the old methods used in teaching English, it has not achieved yet what was expected of it. This is mainly because:

1. Teachers in general are unable to apply this method effectively because they, themselves, are unable to speak the language fluently.

2. In applying this method, patience as well as time is needed to establish communication in the foreign language between the teacher and the student. In most cases teachers get discouraged very soon; they give up this method and revert to their old practices of translation.

It is quite evident that new approaches to language teaching based on the findings of modern linguistics are of utmost importance to the improvement of

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<sup>16</sup> Ministry of Education, p. 6.

<sup>17</sup> Ministry of Education, p. 7.

English teaching and learning in Iraq. It is of equal importance that teachers of English should acquaint themselves with the modern techniques and approaches in language teaching and make the best of them in their language instruction.

#### IV. The Teacher

The lack of specially trained teachers of English constitutes one of the problems that our schools in Iraq suffer today. The number of specially trained teachers is far from enough to meet the increasing needs of these schools especially at the primary level. Besides, the qualifications of most of the English teachers are generally very poor.<sup>18</sup> This, of course, has been the result of their poor knowledge of the English language as well as their lack of training in the methods of teaching it. A brief examination of the teacher at the three different school levels will give us a better understanding of the problem and how this affects the whole process of teaching.

Most of the English teachers at the primary school level are not qualified to teach English; they have had no special training at all and in most cases the task of teaching English has been imposed upon

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<sup>18</sup>Raja T. Nasr, English Teaching in Iraq, A Report to the Center for English Language Research and Teaching, A.U.B., Beirut, Dec. 1965.

them by the administration because of the lack of trained teachers.

At the intermediate school level the situation is not much better. English teaching at this level has greatly deteriorated in recent years. This is because of the great expansion of secondary education in the country and the shortage of specially trained teachers. The teachers of English who teach at this level are of two groups:

1. Those who are graduates of the Foreign Languages Department at the College of Education. This group constitutes only a small part of the number of the English teachers at this level.

2. Those who are primary school teachers assigned to teach temporarily at this level. This group constitutes the majority of the English teachers who teach at this level.

At the secondary school level the situation is better but far from ideal. Two groups of teachers are identified at this level:

1. Those who teach English only because they know the language but who usually haven't received any special training in the teaching methods.

2. Those who are graduates of educational institutions, especially the College of Education. The Foreign Language Department provides the country

with good numbers of trained teachers every year. But these graduates as Younis states "are schooled only in the use of the Direct Method of teaching."<sup>19</sup> They are unfamiliar with the new approaches based on the findings of modern linguistics. Most teachers find it difficult to teach by the Direct Method satisfactorily so they revert to the traditional way of reading and translating the text. Oral work is usually neglected because most teachers do not feel confident that their proficiency in the spoken language is sufficient to qualify them for this sort of work.<sup>20</sup> This deficiency of the teachers' oral work in class can be complemented by the work at the language lab as we shall see in the next chapter.

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<sup>19</sup>Younis, p. 40.

<sup>20</sup>Younis, p. 55.

## CHAPTER TWO

### THE LANGUAGE LABORATORY: ITS NATURE AND FUNCTION

#### I. What is a Language Laboratory?

In a number of articles the term "language laboratory" has been used to refer to a special room equipped with electromechanical devices used primarily to aid the teaching-learning of a foreign language.<sup>1</sup> R. Lado in his chapter on "The Language Laboratory" expresses the idea that a language lab should be "a special room for practice with sound equipment."<sup>2</sup> He states that, "the tape recorder used by the teacher in connection with the lesson in class does not con-

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<sup>1</sup>David H. Harding, The New Pattern of Language Teaching, London, Longmans, 1967, p. 105.

Robert Lado, Language Teaching: A Scientific Approach, New York, McGraw-Hill, 1964, p. 174-175.

Edward M. Stack, The Language Laboratory and Modern Language Teaching, New York, Oxford University Press, 1966, p. 3.

S. Pit Corder, "The Language Laboratory," Teaching English as a Second Language (ed.) Harold B. Allen, New York, McGraw-Hill, 1965, p. 342.

Joseph C. Hutchinson, Modern Foreign Language in High School: The Language Laboratory, U.S. Department of Health, Education and Welfare, Office of Education, 1961.

<sup>2</sup>Lado, p. 174-175.

stitute a laboratory. What constitutes a language laboratory is a special room with necessary equipment set aside for practice by the student."<sup>3</sup> On the other hand such a definition will not fit what is called the "mobile lab" which is equipment that can be moved into any classroom with an electrical outlet.

A. Equipment

The equipment used in the language laboratory varies according to the type, usage and location of the lab. But most language labs have the same main features concerning equipment. These features are:

1. The Console.

The console constitutes an essential part of the language lab. It is the teacher's desk in which is housed all the electronic equipment that allows the teacher to control the operation of the language laboratory. At the console there are a number of switches and controls by which the teacher can communicate with all the students or talk to each individually. The teacher can also listen to any of the students without them being aware of his listening. This gives him a good chance to check their performance under normal conditions. The console usually

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<sup>3</sup>Ibid.

has more than one tape deck. This allows different groups of students to work on different programs.

## 2. The Booth.

The booth is the desk where the student works. It has side and front semi-sound proof panels which isolate the student visually and to some extent acoustically from the other students. It provides privacy for the student and thus helps him to work under more normal conditions. The booth always contains earphones and usually a microphone. These are sometimes combined and known as a "headset". The booth usually has a volume control which enables the student to adjust the sound to his hearing. With the A-A-C lab each booth is equipped with tape deck.<sup>4</sup> This helps the student to record and listen to his own responses.

## 3. The Tape Recorder.

This machine is used in the A-A-C language lab. It is usually a twin-track tape recorder. This machine gives the student the chance to select his own program and play it in his booth. This gives him the advantage of working at his own pace and without outside interference.

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<sup>4</sup>A-A-C lab stands for the audio-active-compare lab, for more details see page 21.

The tape usually has two tracks. The program from the console is recorded on track one or what is called the master track. This recording cannot be erased by the student in his booth. Track two is left for the student to record his own responses following the instructions he receives from the program. The following is a description of the operation of the drills which are commonly used in A-A-C language labs and found to be most effective.

After the master's utterance on the master track which serves as stimulus there is a pause during which the student can record his response. The student then listens to the master's correct response and in the pause that follows imitates this answer as illustrated in the diagram below.<sup>5</sup> The student follows the same procedure with the next item until he finishes the whole drill.

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Master track	Stimulus	Correct Response
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Student track	Response	Corrected Response
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<sup>5</sup>Harding, p. 107.



B. Types of Language Labs

Language labs can be classified according to function into three types:

1. The Audio-Active-Compare lab designated as A-A-C.
2. The Audio-Active lab.
3. The Passive lab.<sup>6</sup>

In the first type the student has a tape recorder in his booth. He "hears the master (→audio), responds with the correct utterance (-active), and may then replay a recording of his own response and the master track for self-evaluation (compare)".<sup>7</sup>

The student in the second type has no tape recorder. He hears the stimuli and responds to them actively. In this type of language labs the student's responses are not recorded and consequently cannot be heard by him again for comparing and self-evaluation. The student with this type of lab gets the advantage of practicing orally what he is instructed on the tape.

In the third type and because of the material the student just listens to the stimuli without being

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<sup>6</sup>Stack, p. 8-9.

<sup>7</sup>Ibid.

required to make any active response. This technique is usually reserved to the advanced stages of language learning.<sup>8</sup>

## II. What Role Can the Language Lab Play in Language Teaching and Learning?

Two different attitudes have been expressed in answer to this question.<sup>9</sup> One considers the lab as the center of language teaching; the other considers the lab as a teaching aid and the class as the center of language teaching. The evolution of the language laboratory both in equipment and use made it possible to select and develop materials that can be totally taught through the lab and without the need for the teacher. F. Rand Morton of The University of Michigan expresses the view that total teaching can be achieved by the machine alone.<sup>10</sup> John B. Carroll of Harvard University believes that new materials can be presented in the lab as well as drilled there to the degree of mastering, after which the instructor gives the student

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<sup>8</sup>Ibid.

<sup>9</sup>Lado, p. 173.

<sup>10</sup>F. Rand Morton, "The Language Laboratory as a Teaching Machine", Publication of the Language Laboratory, Ann Arbor, University of Michigan, n.d.

a finishing course.<sup>11</sup> The point of view that regards the lab as the center of language teaching is characterized by the following:

1. Lab materials are complete lessons.
2. There is no need for a trained teacher.

The lab materials do all the teaching.<sup>12</sup>

The other point of view, which is more accepted, regards the lab as a good teaching aid in the hands of a good teacher. This point of view is characterized by the following:

1. The language laboratory is not intended to replace the teacher. "Language laboratories cannot of themselves teach anything."<sup>13</sup> The teacher is always the most important element in the teaching process. A good teacher who can teach well without a lab is expected to do better with a lab. The lab produces good results only as a result of good teaching. By proper utilization of the equipment and the materials, a good teacher can make language instructions more efficient and better suited for the needs of the students.

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<sup>11</sup>Elton Hocking, Language Laboratory and Language Learning, U.S. Government, 1964.

<sup>12</sup>Lado, p. 173.

<sup>13</sup>Peter Strevens, Some Observations on Language Laboratories, a mimeographed report, 1966.

2. Lab materials are designed to supplement the work that is done in class; they are not complete lessons.<sup>14</sup>

Concerning the use of the lab in language teaching in Iraq the second attitude towards the language laboratory has to be adopted, at the present time at least, for the following reasons:

1. The language laboratories that have already been installed in the country are very few indeed.

2. Lab materials, whether complete or even partial lesson materials, that meet the needs of the Iraqi students and are suitable for language teaching at the different levels are very scarce or do not even exist.

3. "Complete lesson materials age rapidly and soon become dated."<sup>15</sup>

A. What Makes the Language Lab Effective?

The effectiveness of the language lab as a teaching aid depends on the following factors:

1. Trained teachers who are aware of the inherent problems of the language laboratory.

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<sup>14</sup>Lado, p. 174.

<sup>15</sup>Ibid.

2. Specially prepared materials suitable for presentation within the limitations of the lab potentials.

3. Maintenance and adequate servicing.<sup>16</sup>

4. The student and his active participation in the lesson.

B. The Function and Advantages of the Language Laboratory

The kind of language lab and materials used set limitations to the function and advantages expected from this teaching aid. These advantages can be summarised by the following:

1. The language laboratory provides endless repetitions of good recorded models of speech for the purpose of imitation and manipulation by the student.

2. Each student can progress through the lab at his own rate of speed and have the lessons adjusted to his individual capacities and needs. The language lab, in this respect, gives the practical benefits of a private tutor.

3. It offers all the students an equal chance of hearing. In the conventional class there is a possibility that the students who sit in the back rows may not hear as well as those in the front rows. In

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<sup>16</sup>Strevens, p. 1.

the lab each student feels that the voice of the instructor is speaking only to him and it is not speaking from a distance; the lab puts him in a "front row" position.

4. "The lab can achieve a proper division of labor between the classroom and the self-teaching effort ... The classroom-laboratory set-up frees the instructors of the mechanical drudgery of repetition ... the class effort is properly directed to comprehension and correction rather than to drill and the self teaching effort involved in retention and activation is left to the laboratory work."<sup>17</sup>

5. It offers the students a chance to listen to a variety of native speakers of the second language. This is a great advantage to the teacher whose actual command of the spoken language is less than what is desired; it gives him the opportunity to depend on master-tape models by native speakers.<sup>18</sup>

6. The language laboratory with recording equipment offers the student a unique chance to check his progress. By recording his speech and playing it back on a dual track machine, the student has the potential to correct himself and repeat the exercise

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<sup>17</sup>Leon Dostert, "The Georgetown Institute Language Program", PMLA 68: 11; April 1953.

<sup>18</sup>J.B. Hilton, The Language Laboratory in School, London, The Camelot Press Ltd., 1964, p. 48.

as many times as needed until a complete mastery and correct responses are achieved. The language lab, also, helps the teacher check his students' aural comprehension and make more objective analysis of such aural tests later on.

7. The language laboratory provides the student with a sense of privacy. This helps the shy, passive boy to participate actively in the lesson. The booths create this sense of privacy and reduce outside distraction to a large extent.

8. The language laboratory offers the student a chance to participate actively in the lesson for the entire period, and thus multiplies the time he usually has in the conventional class. Under normal conditions in a class of twenty-five students meeting for fifty minutes, the average allotment will be less than two minutes per student. Although in choral repetition the student's participation or time is increased, he has the disadvantage of being unable to separate his individual responses from the group response for the purpose of comparison with the model speaker. The language lab makes such a comparison possible, besides it provides the student with an immediate individual reinforcement on corrections of his own responses.<sup>19</sup>

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<sup>19</sup>Max S. Kirch, "The Role of the Language Laboratory", The Modern Language Journal, Vol. XLVII, No. 6, Oct. 1963, p. 256-260.

9. The language laboratory helps the student to build up the habit of an immediate answer. The student should answer the questions on the tape within the time limits which the space on the tape allows. It discourages hesitation and wasting time.<sup>20</sup>

10. In the language laboratory, the student has to answer all the questions of the exercise on the tape. In the classroom the student could answer orally only a part of the questions asked during the lesson period.

C. Limitations of the Language Lab

So far the discussion has been centered on the advantages of the language lab. What about its disadvantages? What limitations does the language lab have? Different variables affect the effectiveness of the lab, but language labs in general seem to share the following limitations or disadvantages:

1. Although the language lab provides endless repetition of the same speech patterns, it cannot teach conversation. V. Cioffari comments on the subject and states that, "The facial expressions of

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<sup>20</sup>Ibid. See also Vincent Cioffari, "What Can We Expect From the Language Laboratory?" The Modern Language Journal, XLV (January 1961), p. 3-9.



the listener, the sparkle of understanding, the nod or assent of approval, are all an integral part of conversation. All of these elements are absent in the laboratory".<sup>21</sup> J.B. Hilton even goes further in his comments and recommends that oral tests should be carried out by the teacher himself and not by the lab; he states, "We do not want sets of words inspired by sets of words; we want speech appropriate to situations and ideas - and human to human is the proper relationship."<sup>22</sup> A similar attitude is expressed by R. Lorne Smith; he states that, "Language learning should be done socially, much of the spade work should be individual effort of course, but the nature of language is such that it is a sharing experience in the open forum of the classroom. It is far more interesting in language experience to have different personalities matching wits with the teacher or with each other."<sup>23</sup>

The same opinions expressed in favor of teaching conversation in class apply to the teaching of vocabulary too; the human element is very essential as regards to the teaching medium.

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<sup>21</sup>Ibid.

<sup>22</sup>Hilton, p. 132.

<sup>23</sup>R. Lorne Smith, "Some Considerations that Seem to Weigh Against the Use of Tape Recording in the Language Laboratory", The Modern Language Journal, Vol. XLIV, No. 2, Feb. 1960, p. 75-76.

2. Constant repetition might carry with it certain dangers:

a. It may reinforce the pupils' errors if repeated without being corrected or the pupils being aware of them.<sup>24</sup>

b. "It can lull the pupil's senses into a semi-consciousness in which the mouth repeats but his mind does not register."<sup>25</sup>

c. It may become meaningless and boring if it is not related to a context.<sup>26</sup> It may cause the student to lose his interest and alertness.

3. "Tape is too dictatorial, too inflexible, too breakable."<sup>27</sup> The process of give-and-take between the teacher and his pupils is nearly non-existent in the lab. "Tape simply makes projection of the teacher and of the pupil acoustically very accurate, aesthetically and socially dead: the human being is a social creature and should be socially taught."<sup>28</sup>

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<sup>24</sup>Hilton, p. 75-76. See also Charles W. Kriedler, "The Language Laboratory and Language Classroom", English Teaching Forum, Vol. 2, No. 4, 1964.

<sup>25</sup>Cioffari, p. 3-9.

<sup>26</sup>Smith, 75-76.

<sup>27</sup>Ibid.

<sup>28</sup>Ibid.

4. The language lab presents an additional chore for the teacher. The preparation of lab materials that fit the specific needs for specific classes at a specific place is not an easy task to undertake. It involves the efforts of the teacher, the linguist, the technician and other specialists who should cooperate to make these materials available. This also means that extra time should be spent on the preparation of such materials.<sup>29</sup>

5. The language lab fails with those who have some sort of weakness in their aural discrimination and consequently cannot distinguish the finer shades of sounds in the language. The teacher could offer great help in such cases by explaining and demonstrating to the students how these sounds are produced.<sup>30</sup>

6. The problems of breakdown and servicing of the equipment constitute one of the main limitations of the language lab. The whole program of a language course might be affected by anything that goes wrong in the equipment of the lab. It is of vital importance that good servicing and repair should be guaranteed

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<sup>29</sup>Harding, p. 120.

Pit Corder, p. 346.

Smith, p. 75-76.

<sup>30</sup>Hilton, p. 135.

with the suppliers and in the shortest possible time.

During the last fifteen or twenty years the language laboratory has gained much popularity and its effectiveness in language teaching and learning has been acknowledged by most of the people working in the field. Joseph C. Hutchinson writes on this subject, "Through research in colleges and universities and through practice and trial in the schools, the usefulness of the language laboratory concept has been validated over and over again - and is constantly being validated currently - in situations in which both teachers and administrators recognize the potentialities of the laboratory concept and plan together to find the best ways of integrating the new methods into the total foreign language curriculum."<sup>31</sup> I would like to add here the fact that the language lab is still in its early years of development and that it has not been given enough time to be developed to its full potential. The recent developments in the audio-visual equipment have increased greatly the effectiveness of the lab in language-learning and teaching.

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<sup>31</sup>Joseph C. Hutchinson, "The Language Laboratory: Equipment and Utilization", Trends in Language Learning, (ed.) Albert Valdman, New York, McGraw-Hill, 1966, p. 231.

The language lab, if properly used, would contribute a great deal to the acquisition of certain skills in the foreign language, despite all the limitations it has at present. This is a fact which is evident in the many researches that have been carried out on the subject at different institutes and colleges in the U.S.A.<sup>32</sup> These researches generally have been directed to investigate the question of the effectiveness of the lab as a teaching aid. The general conclusions that could be drawn from these studies are:

1. The language lab does contribute to the acquisition of certain skills of the language; namely listening and speaking.

2. In all the studies mentioned, all the experimental groups or the lab groups did better than the non-lab groups in the tests that were administered to both. In Sarah W. Lorge's investigation "In no measure did the control group make statistically greater gains than all the lab groups."

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<sup>32</sup>a. Sarah W. Lorge, "Language Laboratory Research Studies in New York City High Schools: A Discussion of the Program and the Findings", The Modern Language Journal, Vol. XLVIII, No. 7, Nov. 1964.

b. Edward D. Ellen, "The Effects of the Language on the Development of Skill in a Foreign Language", The Modern Language Journal, Vol. XLIV, No. 8, 1960, p. 355-358.

c. Patricia Moor, "A Language Laboratory Experiment in the Junior High School", The Modern Language Journal, Vol. XLVI, No. 6, Oct. 1962, p. 269-271.

d. Keating, Raymond F. A Study of the Effectiveness of Language Laboratories, New York, The Institute of Administrative Research, 1963.

3. The more times the student uses the lab the better performance he achieves in the skills of listening and speaking.

D. Audio-Visuals in the Language Lab

In the audio-visual courses for language labs, film strips, slides and sound films are used. Sound and image are used in synchronization by means of taped materials accompanied by film strips or slides projected on a screen that can be seen by all the students. In the case of sound films, the sound is conveyed to the student headset through a special channel.<sup>33</sup> This new technique in addition to the student's ability to record his own responses at the same time provides favourable conditions for language learning since the eye as well as the ear participate actively in receiving language instruction. Hocking in his book Language Laboratory and Language Learning writes that, "Language is multisensory; facial expressions, gestures and the environment are significant components of "language" which communicates not merely words but feelings and thoughts"<sup>34</sup>. The coordination of the master tape with the projected visual form the basis of visual audio-lingual instruc-

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<sup>33</sup>Stack, p. 36.

<sup>34</sup>Hocking, p. 113.

tion in the language lab.

Visual courses in the language lab offer great possibilities to the improvement of language instruction. They "Assert the primacy of the spoken language to penetrate simultaneously through ear and eye, and to produce the instinctive oral reaction of the child learning its native language by imitation, but in carefully controlled sequences and patterns, not haphazardly as in ordinary life."<sup>35</sup> Visual aids also "reinforce the impression made by language and make an object, situation or event more memorable to the student".<sup>36</sup> An audio-visual course does not substitute for the teacher;<sup>37</sup> it is a new medium through which the teacher can present language materials more effectively. In fact it can be presented in any class where a projector and tape-recorder can be used. The language lab is needed only when the student wants to record and hear himself.

Synchronization is the key to the most effective use of filmstrips and slides in the language lab.<sup>38</sup>

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<sup>35</sup>H.B. Ellis: "Audio-visual French Courses," Modern Languages in the Grammar School (I.A.H.M.), Appendix C. quoted by J.B. Hilton, The Language Laboratory in School. p. 31.

<sup>36</sup>Stack, p. 162.

<sup>37</sup>Hilton, p. 40.

<sup>38</sup>Stack, p. 166.

The usual procedure is to put the audio on tape and to synchronize the tape with the projector. "Each picture is advanced by signal on the tape, the stimulus is given, a blank is left for the student response, the correct answer is given by the master and a blank is left for the student's repetition. Then a signal advances the next picture and so on."<sup>39</sup> This technique can be used for teaching reading by filmstrips and slides bearing individual words, phrases and sentences. It has been used in remedial programs and "could be profitably adapted to the teaching of reading in foreign language".<sup>40</sup>

Language courses based on the techniques of motion pictures are profitably used in the language lab. These courses are accompanied with lab tapes, work books and textbooks. Some of these courses "involve the student both passively and actively: the student is induced to respond, imitate and reply during the performance of the film. This active involvement is the key to successful teaching films."<sup>41</sup>

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<sup>39</sup>Ibid.

<sup>40</sup>Ibid.

<sup>41</sup>Stack, p. 167.



### III. Lab Materials

The key to successful language lab instruction is found in the materials and methods as well as in the equipment. Excellent materials with bad equipment are fruitless and the opposite is also true. F. Rand Morton expresses such views; he states, "Contrary to popular belief among educators, the 'machine' is as important as the 'program'. That is, the machine has as great a potential as the program in shaping the behavior of learners."<sup>42</sup> Primarily the language lab serves as a tool to convey to the student and to consolidate in his mind the language instructions presented by the teacher in a certain form and in a particular manner.

The kind of materials and methods used are usually determined by the objectives of the course and the facilities the language lab offers. Usually in the language lab the oral skills take precedence over reading and writing.<sup>43</sup> The language lab lends itself more readily to these skills than to reading and writing. In it the student can listen to the language spoken by native speakers. He can reply

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<sup>42</sup>Hocking, p. 90.

<sup>43</sup>William F. Mackey, Language Teaching Analysis, London, Longmans, 1966, p. 395.

orally and practice the structures of the language. Structural drills are the proper exercises to be used in the lab to help students acquire and master language habits.

The principles that should guide the teacher in the preparation and selection of his lab materials are well summarised in the 1958 memorandum that sums up nearly a decade of experience in the Georgetown labs.<sup>44</sup> Materials must be:

1. Closely integrated with classroom materials and procedure. This is crucial: the student knows that without mastery of each lab assignment he cannot possibly recite acceptably in class. To the extent that this principle is followed, the lab program can succeed.
2. Primarily designed for hearing and speaking, with reading and writing kept secondary.
3. Based on an adequate analysis of the student's native language and of the target language.
4. Presented so simply in class and lab - one problem at a time - that the students know at all times exactly what they are doing and why.
5. Directed primarily toward conversational fluency, even in the advanced courses.
6. Composed of a current, generally accepted form of the language spoken at normal conversational speed, without distortions. If to clarify a point, the speed is reduced or an abnormal number of pauses are made, the material is immediately repeated normally.

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<sup>44</sup>Hocking, p. 25.

7. Organized always on culturally valid real-life situations, progressing toward "area" information and literary appreciation in later years.
8. Fortified by printed materials using characters appropriate to the level of work (for most languages, phonemic and conventional at the outset, conventional only later on).

The writer thinks that the following considerations are also to be taken into account when preparing lab materials:

1. Materials should be designed in a way that makes active student participation inevitable. Every tape should require some sort of active participation by the student to develop his language skills.<sup>45</sup>
2. New materials could be introduced in the lab or in the class first depending on the nature of the materials, the level of the students.<sup>46</sup>
3. In preparing materials for the language lab, it is logical that one should begin with the easier language structures and then move to the more difficult ones. This is very important because "students have a much shorter memory span in a foreign

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<sup>45</sup>Edward I. Burkart, "Toward Greater Efficiency in the Language Laboratory", English Teaching Forum, Vol. 3, No. 1, 1965., p. 14-15.

<sup>46</sup>Joseph C. Hutchinson, "The Language Laboratory: Equipment and Utilization", Trends in Language Teaching, (ed.) Albert Valdman, New York, McGraw-Hill, 1966, p. 224.

language than in their native one".<sup>47</sup>

The method of presentation constitutes one of the important factors in any successful language instruction. There is no specific method as such to be used in the language lab. A good teacher would use the language lab intelligently by adjusting his methods to some sort of audio-lingual approach. J. C. Hutchinson emphasizes this fact; he states that "The language laboratory makes its greatest contribution as an integral part of a program in which audio-lingual instruction forms the basis for the progressing and continuous development of all the language skills."<sup>48</sup> Listening and speaking are the main features that characterize any method used in the language lab. The adoption of an audio-lingual approach for the language lab will necessarily need a reorganization of the course plans. The language lab is very useful in developing the student's skills of listening and speaking. Hard drilling is necessary to attain the over-learning demanded by an audio-lingual approach. Learning a language is in fact building a skill.

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<sup>47</sup>Lado, p. 51.

<sup>48</sup>Joseph C. Hutchinson, Modern Foreign Languages in High School: The Language Laboratory, U.S. Department of Health, Education and Welfare, Office of Education, 1961. p. (14).

Overlearning is vital in this respect, and only through repetition and other kinds of pattern practice can we render language skills into habits.

Materials and methods are two facets of language instruction. We cannot deal with one without considering the other. The methods in the lab will vary according to the objectives of the course and whether the materials used are 'complete lesson materials' or 'partial lesson materials'. Complete lesson materials are usually less effective because they are inflexible and do not meet the students' different needs and capacities. Besides they attempt to do the whole lesson without the teacher. Integration between the lab and the classroom does not exist with these kinds of materials.

The method used with partial materials varies from one with complete lesson materials in two respects.

1. The teacher constitutes an important component of the teaching process.

2. A full integration can be achieved between lab work and classroom work.

#### IV. Integration of the Lab and the Classroom

Although the language lab and the classroom activities lead to the same end, the agent in both is quite different. They both present language materials

and provide conditions for its practice, but we have the teacher in the classroom and the teacher on the tape in the lab. The classroom seems to offer better conditions for the development of certain skills; e.g. reading and writing. On the other hand, the lab offers better conditions for practice and for the development of oral skills. By the organization and selection of materials a real integration between the lab and the classroom work could be achieved. Bruce Gaarder has expressed it well by stating that "The lab is used only for what it alone can provide and that students must profit from this unique activity in order to be able to do the work of the classroom. In this way lab work is a substitute for and improvement over homework, and the classroom begins where the laboratory leaves off."<sup>49</sup> Theodore H. Mueller at the University of Florida speaks from experience and feels the need for correlation between the language lab and classroom work for the following reasons:

1. In large classes, individual contact between the teacher and the student and individual correction are almost impossible.
2. The learning task is chiefly performed in

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<sup>49</sup>Hocking, p. 32.

the language lab, which is carefully integrated with classwork.<sup>50</sup>

A. Correlating the Lab with the Textbook:

A successful integration between the language lab and the class would necessitate a high correlation between the language lab and the text book. Both the language lab and the textbook are tools in the language teaching-learning process. Both should supplement each other, use the same approach though through different activities, teach the same grammar and work to achieve the same objectives. Script and tape should practice on the same kind of structural and content materials that are being studied in class. The book cannot talk, but it can provide the stimulus that makes the student talk. It provides the student with the exercise material which he can practice extensively in the lab. Pattern drills, if well constructed, give the desired practice in the correct behavior. The language lab and the textbook are not correlated if only the written form is taught in class. To be an efficient tool the textbook should represent the two

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<sup>50</sup>Theodore H. Mueller, "Correlating the Language Laboratory with the Textbook: Some Basic Considerations", International Journal of American Linguistics, Indiana University, Part III, Vol. 29, No. 2, April 1963.

codes; the spoken and written forms of the language.<sup>51</sup>

Correlating the textbook with the language laboratory does not mean that the book is to be used in the language lab. Some language instructors do not allow this. The AIM<sup>52</sup> materials allow the use of a booklet only after the material has been orally and completely mastered.

B. Monitoring:

Monitoring covers two functions:

1. It can be used as an evaluation technique done by the teacher every time the students attend the language lab.

2. It can be used as a teaching technique to improve the student's performance while working at their booths.

The teacher can listen to the performance of all his students one after the other by operating the switches before him. He can make corrections and comments on the work of his students. This can be done entirely from the console without the teacher ever needing to see the student he wants to talk to.

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<sup>51</sup>Ibid.

<sup>52</sup>Audio-Lingual Materials, prepared by the staff of the Modern Language Material Development Center. New York: Harcourt, Brace & World, 1963.



Or, the teacher can walk around the booths wearing the headset which he plugs in at any student position to check the student's performance. The time and the number of the students are important factors that determine the effectiveness of this process. Experienced teachers claim that about six students can be monitored effectively during the session. Sometimes several teachers divide the task of monitoring a class with a large number of students. The teacher usually checks all the student booths first to make sure that everyone is working properly. Then, he chooses a number of students to whom he listens and gives assistance during the rest of the period.

Monitoring is very essential. There is always the danger of the student thinking that he is doing well in his imitations when he is not. A tape recorder cannot check the student's errors; the teacher checks these errors and provides corrections through the console.

Monitoring can be used as a technique to measure the student's progress and proficiency in the foreign language. Monitoring is limited only to the audio-lingual evaluation and requires no special materials; lab materials are quite satisfactory. This evaluation is carried on by the teacher during the student's learning activity in an ordinary session

and under no stress of any kind. This evaluation enables the teacher to identify the problems and provide solutions for them.<sup>53</sup> When he hears that his students are making the same mistake, he may suspend their work at the booths for a minute or two and explain the mistake to the whole class.

C. Scheduling:

One of the reasons that made the language labs in some of the schools covered in the "Keating Report" fail to achieve their objectives is the lack of coordination and synchronization of class and lab activities and materials.<sup>54</sup> This coordination and synchronization could be partially achieved through scheduling. Scheduling is an important factor that contributes to the success of the language program. In making up the lab schedule, a number of factors should be taken in consideration:

1. The number of student positions.
2. Program sources
3. The method in which the lab will be

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<sup>53</sup>Stack, p. 184-185.

<sup>54</sup>Joseph C. Hutchinson, "The Language Laboratory: Equipment and Utilization", Trends in Language Teaching, (ed.) Albert Valdman, New York, McGraw-Hill, 1966, p. 217.

used.<sup>55</sup>

The first two factors are determined by the kind of language lab that is used. The third factor will depend on some other variables such as:

1. The number of hours per week in which the lab is to be used.

2. Attendance, whether it will be done according to regular scheduled lab periods, or on a voluntary basis at the times the students choose.

3. The number of the students that could be handled in each time. Related to this point a common practice usually followed is to leave 10% of the positions empty in case that some of the positions might not work properly.<sup>56</sup>

Concerning the length of the period Professor G. Edberg states that "language learning requires, in the initial stages, short, regular and frequent meetings of about 20-25 minutes duration." But owing to the difficulties and conflict in the schedule among the different courses that such a system might invite, the conventional period of 45-50 minutes duration is followed. This time could be profitably utilized by

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<sup>55</sup>George Edberg, Scheduling with the Language Laboratory, RCA Learning Laboratory Planning Aids.n.d.

<sup>56</sup>Ibid.

dividing it into portions in which different activities of equal importance are introduced.

Other Factors that Affect the Teaching Process:

I. The Teacher:

The teacher as indicated in other sections of this work, plays an essential part in language teaching in the lab. To be effective in his teaching, the teacher needs:

1. Special training in the use and operation of the language lab. He should become aware of the problems inherent in its use for teaching.<sup>57</sup>

2. Adequate knowledge of the scope and limitations of the lab. This helps the teacher use the lab properly and to best advantage. In order to achieve this objective the teacher has to:

a. adjust his methodology in order to make intelligent use of the laboratory as a teaching aid: this means the adaption of an audio-lingual approach and familiarization with the equipment.

b. devote a reasonable amount of time and effort to thought and study. He should always be familiar with the new trends in linguistics and techniques in language-teaching methodology.

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<sup>57</sup>Stevens, p. 1.

c. rework course plans in order to get full integration between the lab and classroom activities.<sup>58</sup>

## II. The Student's Use of the Lab

The greatest benefits derived from the language laboratory is by using it. The student has to realize this simple fact and try to get the best use of the facilities. He has to realize that only through practice and practice alone can he build up his language skills. He should be convinced that it is only through active participation with the recorded materials and excessive practice that his language skills will become habits performed without conscious effort. This could be achieved by spaced practice and good use of the time he is allowed in the lab.<sup>59</sup>

## III. Overcoming Boredom and Monotony:

It has been mentioned before that one of the disadvantages of the language lab is that the procedures may become monotonous and boring. Students may lose interest after an initial period of motivation and enthusiasm. Because the span of attention expected of the student ranges from ten to twenty minutes,

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<sup>58</sup>Burkart, p. 14.

<sup>59</sup>Ibid.

some change of materials and activity should be introduced every ten minutes.<sup>60</sup> Variety can be provided by the use of different audio-lingual exercises. Mac E. Barrick in his article "Variety and Language Lab Success", suggests an ideal audio-visual lab program for a fifty minute period as follows:

1. Listening comprehension drill (7 minutes)
2. Pronunciation drills or dialogues (10 minutes)
3. Music (6 minutes)
4. Audio-visual drills (7 minutes)
5. Pattern drills or varied grammatical exercises (10 minutes recording; 10 minutes listening and comparing)<sup>61</sup>

The portions of time, of course, are not sacred; they could be changed according to the needs of the students and requirements of the course. Introducing musical selections provides students with moments of relaxation and mental refreshment. Besides, if intelligently chosen, music could be a very useful device to teach cultural background as well as rhythm and intonation.<sup>62</sup>

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<sup>60</sup>Mac E. Barrick, The Modern Language Journal, Vol. XLV, No. 8, Dec. 1961.

<sup>61</sup>Ibid.

<sup>62</sup>Ibid.

## CHAPTER THREE

### THE CONSTRUCTION OF THE MODEL LESSONS FOR LANGUAGE LABORATORY

#### I. The Audio-Lingual Approach and the Language Lab in Iraq:

One of the basic principles in language learning is that listening and speaking take precedence over reading and writing. This view towards language learning is compatible with the modern trends in linguistics which regards speech as the origin of language. Spoken language, therefore, should play the important part in language learning especially at the early stages. R. Lado in his book Language Teaching, states that "... reading and writing are partial skills and exercising them constitutes partial experiences whereas speaking and listening are total language experiences. The person that learns the total skills can more easily learn the partial ones than vice-versa."<sup>1</sup> Sufficient oral practice on the structure patterns becomes a necessity to estab-

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<sup>1</sup>R. Lado, Language Teaching: A Scientific Approach, U.S.A., McGraw-Mill, 1964, p. 43.

lish these patterns as speech habits, and the language lab can make such practice feasible.

The methods of English teaching used in Iraq at present emphasize the memorization of the grammatical rules and the translation of the text. These methods are not based on the findings of modern linguistics or in harmony with the objectives of the English Course as defined by the Ministry of Education.<sup>2</sup> By adopting an audio-lingual approach in the language lab, many of the problems of English teaching in Iraq, the writer expects, would be solved. The language lab gives the students a good chance for practice as well as it helps the teachers who don't feel proficient in the spoken language or able to conduct oral work in the class. The language lab complements the teacher's deficiency by providing him with master tape models by native speakers which stimulate the student oral participation and thus compensate for the loss of the oral work in class.

## II. Pattern Drills and the Language Lab

Language teaching in the lab is done mostly through pattern drills. R. Lado defines pattern practice as "... rapid oral drill on problem patterns with

<sup>2</sup>See the objectives of the English Course in Iraq, Chapter 1, p. (15)..



attention on something other than the problem itself.<sup>3</sup> Through pattern drills the student could achieve automatic responses to the stimuli he receives on the tape. With more practice he achieves more permanence of the patterns learned. It should be borne in mind that these drills are only means to an end. The end is the ability to use the language patterns with ease and to communicate freely and fluently. The drills employed for the achievement of such an end are determined by the type of the language lab used and the nature of language item taught.

The drills employed in the model lessons in the next chapter are of the types of repetition, substitution and conversion. The repetition drills are two-phase drills in which the student has to repeat as nearly as he can with the same pronunciation, intonation and rhythm what he hears on the master tape. The other drills are four-phase drills. In these drills the student listens to stimulus on the tape, makes the proper response, listens again to the master's correct response and finally imitates the master's response thus correcting any mistakes he might have made in his first response. These drills are ideally used in the language lab, but some of them

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<sup>3</sup>Lado, p. 105.

can also be effectively used in the classroom by a competent teacher. Basically, these drills are designed to integrate the work that has already been done in class.

The writer holds the attitude that a full co-ordination and synchronization of class and lab activities should be achieved. The lab activities should complement those achieved in class. The drills should, therefore, embody the spoken aspects of the language.

III. Grammar and Idiom by A. Johnson and G.C. Thornley

This book was written with the intention of giving the student practice in the construction of English sentences and the use of the commoner English idioms.<sup>4</sup> This objective coincides with that of the English Course set by the Ministry of Education in Iraq. It is, perhaps, for this reason that it has been prescribed by the Ministry of Education to be taught in the secondary schools.

The contents of the book are divided into three main parts. Part one deals with the verbs "to be", "to have", "to do" and the modals. It includes eleven chapters. Part two deals with Parts of Speech,

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<sup>4</sup>A. Johnson and G.C. Thornley, Grammar and Idiom, London, Longmans 1964, p. 5.

clauses and idioms associated with them. It includes twelve chapters. Part three deals with idioms with common verbs.

The book has been selected for adaptation to the language lab for the following reasons:

1. It has been assigned by the Ministry of Education in Iraq for the teaching of English structure at the secondary school level.
2. It is the only book in the syllabus that treats English structure systematically.
3. Oral work is one of the basic principles in language learning. So adapting the book for oral work through the language lab would meet the requirements of language learning.

The sections adapted from this book to the teaching through the language lab are the following:

1. Part I, Chapter III, Section A, The Verb "To Do"<sup>5</sup>
2. Part II, Chapter IV, Section C, Relative or Adjectival Clauses.<sup>6</sup>
3. Part III, Idioms with Common Verbs, Section A, The Meanings of "Get".<sup>7</sup>

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<sup>5</sup>See Appendix A., p. 163.

<sup>6</sup>See Appendix B., p. 166.

<sup>7</sup>See Appendix C., p. 169.

These sections have been selected for adaptation to the language lab for the following reasons:

1. The sections represent the whole book; each section represents the part of the book from which it is taken.

2. The tapes on each section may serve as model lessons to the other items included in that part. Tapes on the verb "To Do" may serve as model lessons for the other verbs or items included in part one. The same thing is true for the other two lessons.

#### General Criticism

The book, as stated in the introduction, has been written with the intention to give the student practice in the construction of English sentences and the use of the commoner English idioms. Although this is a very desirable objective, the book, it seems, has failed to achieve it. The main points on which the book can be criticized are the following:

1. The book is based on the written language and not on what is spoken. Many of the examples cited in the book are not found in the spoken language such as, "The boy whom you met is coming to tea." "This is the town in which I live." p. 89.

2. It gives grammatical rules and definitions

of parts of speech, so it resembles traditional grammar in this respect. "A Noun is the name of anything. Ali, book, happiness" p. 68. On page 57 the authors give the rules of changing to passive voice:

To change a sentence from the active to the passive voice,

1. Make the active object into the passive subject.
2. Look at the tense of the active verb. Write down the same tense of the verb to be, followed by the past participle of the active verb.
3. Write the active subject following the preposition by. This is sometimes omitted altogether if the meaning is clear without it.

3. Although the book, as it seems, has been written for Iraqi students, it is not based on a contrastive analysis between the mother tongue and the target language. No attempt has been made to show the differences and similarities between the two languages.

4. Presenting the material as it is designed in the book does not help to build up in the student the structure of the English language. The book does not make use of systematic drills in teaching the different patterns. The book, in fact, tests rather than teaches; it provides but very few examples of the item to be taught before moving to the exercises that have the nature of testing rather than teaching.

5. The lessons are not well planned. The

gradation of the lessons is very poor. The book tries to teach several grammatical points in a single unit. There is no clear cut grouping and sequencing of the material.

6. The exercises are designed for testing and not for teaching. Many of them are not carefully written and some of them invite confusion as in the exercises on pages 89 e, 155.

In conclusion it is not advisable to recommend the use of this book for teaching English structure in the secondary school.

#### IV. Planning the Lab Materials:

The language lab, as a teaching aid, is a recent development in our schools in Iraq. A small number of passive language labs has been lately installed. These labs, for one reason or another, have not been used yet; therefore, experimental data concerning language teaching through the lab are not available at present. The lessons in the next chapter are based on a hypothetical situation assumed by the writer. All the decisions made here are tentative; they are subject to amendment in the light of experimentation and research. The lesson tapes in the next chapter have been designed on the following:

1. Different lesson tapes are made on each

section; each lesson tape deals with one grammatical point at a time.

2. The lesson tape begins with either a dialogue or some examples focusing on the point to be dealt with.

3. Different types of drills have been used. The progression of these drills in each lesson is from the easy to the more difficult. Repetition drills are followed by substitution drills and then by conversion drills. At the end of each tape a special drill is provided to test the knowledge the student gained through his working with these drills.

4. The tapes provide some explanations accompanying these drills. These explanations serve as a reminder of the grammatical points that have been covered in class.

5. The tapes are designed so that each would take 20-25 minutes. As the period is (45) minutes, the teacher could present two tapes in the same period, or one tape and use the extra time in other activities related to the subject.

6. The writer thinks that at least two periods out of six a week should be dedicated for the work in the language lab. A third period is more preferable as it gives the student equal time to practice both the spoken and written codes of the

language. But because of the syllabus and the requirements of the Ministry of Education two periods a week seem reasonable.

V. Limitations:

The lab materials presented in the next chapter are designed with certain limitations taken into consideration:

1. They are designed for the use in the language labs used in Iraq which are of the passive type.
2. The lab lessons are completely controlled. All the students have to respond with the same answer. Any deviation from one common answer would result in confusion and disorder.
3. Only mechanical drills are used in these lessons. Meaningful drills require different answers for different students.
4. Individual differences are ignored. All the students have to work at the same pace and within the certain limits of time regardless of the different abilities they might have in the foreign language.
5. Johnson and Thornley include in the lesson on relative clauses the pronoun whom, but due to the fact that whom is seldom used in the spoken language, it would be more appropriate to teach it in class as a written exercise.



## CHAPTER FOUR

### SAMPLE LESSONS FOR THE LANGUAGE LABORATORY

Tape No. (1)

I. Identification: The Verb "To Do"

As an Independent Verb

II. Instructions:

Listen to this story and notice the use of do as an independent verb.

Layla is in the fourth secondary now. This year, she is doing trigonometry as well as other new subjects. Although trigonometry is difficult, Layla is doing well in this subject.

Layla does her assignments at home; but she does all the corrections in class. She always does her best to please her parents and her teachers.

The verb to do may be used as an independent verb; that is to say, as the main verb of the **sentence**. In the story you've just listened to, the verb to do is used as an independent verb. Listen to the examples again:

1. This year, she is doing trigonometry as well as other subjects.

2. Layla is doing well in this subject.
3. She does all the corrections in class.
4. Layla does her assignments at home.
5. She does her best to please her parents and teachers.

As an independent verb to do may mean perform, make, achieve or accomplish. It can be used with modals and with auxiliaries as well. Listen to the following examples:

1. Everyone must do his duty.
2. You should do your assignment very well.
3. I think you can do it quite easily.
4. What are you doing?
5. What have you just done?

III. Body of Drill: Exercise: 1

Now repeat these sentences:

1. Master: The football team did a fine job yesterday.  
Student: (Pause)
2. Master: They did their best to win the game.  
Student: (Pause)
3. Master: Layla did what she was told to do.  
Student: (Pause)
4. Master: She's doing well in trigonometry now.  
Student: (Pause)

5. Master: Please do the corrections without delay.  
Student: (Pause)
6. Master: Please do all the work completely.  
Student: (Pause)
7. Master: Do what you want to do.  
Student: (Pause)
8. Master: Layla always does her homework at night.  
Student: (Pause)
9. Master: She does her shopping on Sunday afternoon.  
Student: (Pause)
10. Master: She does her best to please her parents.  
Student: (Pause)

Exercise: 2 Substitution Drill

Repeat these sentences substituting the word or words given at the end of each sentence. Follow the pattern of the example. Listen to the example first:

1st voice: Layla did the work.

2nd voice: The job

3rd voice: Layla did the job.

Now begin the exercise. Repeat after the master's correct response:

Master 1: Layla did the job.

1. Master 2: The shopping

- Student: (Pause)
- Master 1: Layla did the shopping.
- Student: (Pause)
2. Master 2: The corrections
- Student: (Pause)
- Master 1: Layla did the corrections
- Student: (Pause)
3. Master 2: The assignment
- Student: (Pause)
- Master 1: Layla did the assignment
- Student: (Pause)
4. Master 2: her duty
- Student: (Pause)
- Master 1: Layla did her duty
- Student: (Pause)
5. Master 2: her homework
- Student: (Pause)
- Master 1: Layla did her homework.
- Student: (Pause)
6. Master 2: good deeds
- Student: (Pause)
- Master 1: Layla did good deeds.
- Student: (Pause)
7. Master 2: this
- Student: (Pause)
- Master 1: Layla did this.

- Student: (Pause)
8. Master 2: that
- Student: (Pause)
- Master 1: Layla did that.
- Student: (Pause)

Exercise: 3 Substitution Drill

Repeat these sentences, substituting the word or words given at the end of each sentence. Follow the pattern of the example. Listen to the example first:

- Master 1: Layla did the job well.
- Master 2: carefully
- Master 3: Layla did the job carefully.

Now begin the exercise. Repeat after the master's correct response:

- Master 1: Layla did **the** job carefully.
1. Master 2: carelessly
- Student: (Pause)
- Master 1: Layla did the job carelessly.
- Student: (Pause)
2. Master 2: quickly
- Student: (Pause)
- Master 1: Layla did the job quickly.
- Student: (Pause)
3. Master 2: immediately
- Student: (Pause)

Master 1: Layla did the job immediately.

Student: (Pause)

4. Master 2: quietly

Student: (Pause)

Master 1: Layla did the job quietly

Student: (Pause)

5. Master 2: noisely

Student: (Pause)

Master 1: Layla did the job noisely.

Student: (Pause)

6. Master 2: cleverly

Student: (Pause)

Master 1: Layla did the job cleverly.

Student: (Pause)

7. Master 2: slowly

Student: (Pause)

Master 1: Layla did the job slowly.

Student: (Pause)

8. Master 2: foolishly

Student: (Pause)

Master 1: Layla did the job foolishly.

Student: (Pause)

9. Master 2: well

Student: (Pause)

Master 1: Layla did the job well

Student: (Pause)

10. Master 2: at once  
Student: (Pause)  
Master 1: Layla did the job at once.  
Student: (Pause)
- 

This is the end of tape (1)

Tape No. (2)

I. Identification: The Verb "To Do"

Making Questions

II. Instructions:

In the last lesson we listened to the verb to do used as an independent verb. In this lesson we will hear the verb to do used as an auxiliary. As an auxiliary verb to do has several uses; it is used to ask questions. Listen to the following conversation. Notice the use of to do in making questions:

- Sami: Do you hope to get married soon?  
Hazim: Yes, I do. I certainly hope to.  
Sami: Where do you plan to spend your honeymoon?  
Hazim: In Lebanon. I hope I'll stay there for a month.  
Sami: Does your fiancée like travelling abroad?  
Hazim: Yes, she does.

Sami: When did you get engaged?

Hazim: We got engaged last month.

Sami: I hope you won't regret it!

Hazim: I hope not.

In the conversation you've just listened to, "to do" is used to make questions. Listen to the examples again:

1. Do you hope to get married soon?
2. Where do you plan to spend your honeymoon?
3. Does your fiancée like travelling abroad?
4. When did you get engaged?

"Did" is used with the past tense. "Do" and "Does" are used with the present tense.

Listen to the following statements and questions. Notice the use of "Did" when the verb of the sentence is in the past.

Statement: We won the game last week.

Question: Did you win the game last week?

Statement: Our football players played very well.

Question: Did your football players play very well?

Statement: The boys became very excited.

Question: Did the boys become very excited?



III. Body of Drill:

Exercise: 1a

Ask for confirmation of the statements you hear. Use "Did" followed by "really". Listen to the example first.

Master 1: Our school won the race last week.

Master 2: Did your school really win the race last week?

Master 1: I passed the English exam.

Master 2: Did you really pass the English exam?

Now begin the exercise. Repeat after the master's correct response.

1. Master: Our school won the football match last week.

Student: (Pause)

Master: Did your school really win the football match last week?

Student: (Pause)

2. Master: Both teams tried hard to win the game.

Student: (Pause)

Master: Did both teams really try hard to win the game?

Student: (Pause)

3. Master: The boys in both schools became excited.

Student: (Pause)

Master: Did the boys in both schools really become excited?

Student: (Pause)

4. Master: They liked the game very much.  
Student: (Pause)  
Master: Did they really like the game very much?  
Student: (Pause)
5. Master: A thief robbed Mrs. Ali last night.  
Student: (Pause)  
Master: Did a thief really rob Mrs. Ali last night?  
Student: (Pause)
6. Master: He stole all her jewels.  
Student: (Pause)  
Master: Did he really steal all her jewels?  
Student: (Pause)
7. Master: The police caught him after a few hours.  
Student: (Pause)  
Master: Did the police really catch him after a few hours?  
Student: (Pause)
8. Master: Mrs. Ali recovered all her jewels.  
Student: (Pause)  
Master: Did Mrs. Ali really recover all her jewels?  
Student: (Pause)
9. Master: Layla passed the math exam.  
Student: (Pause)  
Master: Did Layla really pass the math exam?  
Student: (Pause)

10. Master: She got the highest grade in the class.

Student: (Pause)

Master: Did she really get the highest grade in the class?

Student: (Pause)

Exercise: 1b

Ask for confirmation of the statements you hear. Use "Do" followed by "really". Remember "Do" is used with the present tense. Listen to the example first.

Master 1: We play football in all seasons.

Master 2: Do you really play football in all seasons?

Master 1: I work very hard.

Master 2: Do you really work very hard?

Now begin the exercise. Repeat after the master's correct response.

1. Master: We study English six hours a week.

Student: (Pause)

Master: Do you really study English six hours a week?

Student: (Pause)

2. Master: We have an English lesson every day.

Student: (Pause)

Master: Do you really have an English lesson every day?

Student: (Pause)

3. Master: We read novels and plays in our reading lessons.  
Student: (Pause)  
Master: Do you really read novels and plays in your reading lessons?  
Student: (Pause)
4. Master: We like English very much.  
Student: (Pause)  
Master: Do you really like English very much?  
Student: (Pause)
5. Master: All the students speak Arabic.  
Student: (Pause)  
Master: Do all the students really speak Arabic?  
Student: (Pause)
6. Master: They learn English as a second language.  
Student: (Pause)  
Master: Do they really learn English as a second language?  
Student: (Pause)
7. Master: They play volley ball in the afternoon.  
Student: (Pause)  
Master: Do they really play volley ball in the afternoon?  
Student: (Pause)

8. Master: All the boys come to school by bus.  
Student: (Pause)  
Master: Do all the boys really come to school by bus?  
Student: (Pause)
9. Master: Their teachers have private cars.  
Student: (Pause)  
Master: Do their teachers really have private cars?  
Student: (Pause)
10. Master: They give their students a lift sometimes.  
Student: (Pause)  
Master: Do they give their students a lift sometimes?  
Student: (Pause)

Exercise: 1c

Ask for confirmation of the statements you hear. Follow the pattern of the example. Use "Does" followed by "really". Remember that "does" is used with the present third person singular. Listen to the example first:

Master 1: Mohammed plays goal keeper.

Master 2: Does Mohammed really play goal keeper?

Master 1: My teacher smokes cigarettes.

Master 2: Does your teacher really smoke cigarettes?

Now begin the exercise. Repeat after the master's correct response:

1. Master: Samir intends to join the Air Force.

Student: (Pause)

Master: Does Samir really intend to join the Air Force?

Student: (Pause)

2. Master: He likes flying very much.

Student: (Pause)

Master: Does he really like flying very much?

Student: (Pause)

3. Master: He keeps his body physically fit.

Student: (Pause)

Master: Does he really keep his body physically fit?

Student: (Pause)

4. Master: He studies hard to pass the entrance exam.

Student: (Pause)

Master: Does he really study hard to pass the entrance exam?

Student: (Pause)

5. Master: Layla likes to study English.

Student: (Pause)

Master: Does Layla really like to study English?

Student: (Pause)

6. Master: She likes to practice English every day.  
Student: (Pause)  
Master: Does she really like to practice English every day?  
Student: (Pause)
7. Master: She plans to study at the University.  
Student: (Pause)  
Master: Does she really plan to study at the University?  
Student: (Pause)
8. Master: She hopes to pass the exam.  
Student: (Pause)  
Master: Does she really hope to pass the exam?  
Student: (Pause)
9. Master: She studies at the library every day.  
Student: (Pause)  
Master: Does she really study at the library every day?  
Student: (Pause)
10. Master: She goes to the movies once a week.  
Student: (Pause)  
Master: Does she really go to the movies once a week?  
Student: (Pause)

Exercise:ld

Change the following statements into questions using the appropriate form of "Do". Listen to the examples first.

Master 1: Layla finished that book last night.

Master 2: Did Layla finish that book last night?

Master 1: Zeki writes to his friends every week.

Master 2: Does Zeki write to his friends every week?

Master 1: I need one Dinar to buy that book.

Master 2: Do you need one Dinar to buy that book?

Now begin the exercise. Remember to use "did", "do", or "does" depending on the main verb and person. Repeat after the master's correct response.

1. Master: Layla disturbed the sleeping cat.

Student: (Pause)

Master: Did Layla disturb the sleeping cat?

Student: (Pause)

2. Master: She looks after her sick father.

Student: (Pause)

Master: Does she look after her sick father?

Student: (Pause)



3. Master: I always listen to the music.

Student: (Pause)

Master: Do you always listen to the music?

Student: (Pause)

4. Master: Al-Kadmi lived a long time in Egypt.

Student: (Pause)

Master: Did Al-Kadmi live a long time in Egypt?

Student: (Pause)

5. Master: We heard bad news yesterday.

Student: (Pause)

Master: Did you hear bad news yesterday?

Student: (Pause)

6. Master: Zeki needs to work harder.

Student: (Pause)

Master: Does Zeki need to work harder?

Student: (Pause)

7. Master: I receive a letter once a week.

Student: (Pause)

Master: Do you receive a letter once a week?

Student: (Pause)

8. Master: Sick people usually go to a hospital.

Student: (Pause)

Master: Do sick people usually go to a hospital?

Student: (Pause)

9. Master: Husni enjoys reading novels.  
Student: (Pause)  
Master: Does Husni enjoy reading novels?  
Student: (Pause)
- 

This is the end of tape (2)

Tape No. (3)

I. Identification: The Verb "To Do"

Making Negatives

II. Instructions:

Listen to this conversation between Salim and Ali and notice the use of "Do" in making negatives.<sup>1</sup>

Ali: Did you go to Damascus last week end?

Salim: No, I didn't. I didn't have enough money.

Ali: Did you read your English book instead?

Salim: Yes, I did. I finished the book.  
What did you do?

Ali: I didn't do anything.

Salim: I didn't like the English story very much.

Ali: Didn't you like the ending?

---

<sup>1</sup>This conversation is taken from Teaching English Dialogues, Center for English Language Research and Teaching, American University of Beirut, Beirut.

Salim: Yes, I liked the ending a lot. But I didn't like learning so many new words. They were very difficult.

"To Do", an auxiliary, may be used to make negatives. Both the full form or the contracted form of not can be used with "Do" in the negative. "Did" is used with the past tense; "Do" and "Does" are used with the present tense. Listen to these examples:

1. We don't speak French; we speak Arabic.
2. My friend doesn't come to school these days; he's ill in the hospital.
3. He didn't come to school last Monday.

### III. Body of Drill:

#### Exercise; la

Answer the following questions in the negative. Use "Did". Follow the pattern of the example. Listen to the example first.

Master:1: Did Salim go to Damascus last week end?

Master 2: No, he didn't go to Damascus last week end.

Now begin the exercise. Repeat after the master's correct response:

1. Master: Did Salim like the English story very much?

Student: (Pause)

Master: No, he didn't like the English story very much.

Student: (Pause)

2. Master: Did he read another story?  
Student: (Pause)  
Master: No, he didn't read another story.  
Student: (Pause)
3. Master: Did he go to cinema instead?  
Student: (Pause)  
Master: No, he didn't go to cinema instead.  
Student: (Pause)
4. Master: Did Ali do anything during the week end?  
Student: (Pause)  
Master: No, he didn't do anything during the week end.  
Student: (Pause)
5. Master: Did Salim like learning many new words in a story?  
Student: (Pause)  
Master: No, he didn't like learning many new words in a story.  
Student: (Pause)
6. Master: Did your school win the football match last week?  
Student: (Pause)  
Master: No, our school didn't win the football match last week.  
Student: (Pause)

7. Master: Did you like the game?  
Student: (Pause)  
Master: No, I didn't like the game.  
Student: (Pause)
8. Master: Did your students get excited about the game?  
Student: (Pause)  
Master: No, they didn't get excited about the game.  
Student: (Pause)
9. Master: Did your players do well in the game?  
Student: (Pause)  
Master: No, they didn't do well in the game.  
Student: (Pause)
10. Master: Did it rain during the game?  
Student: (Pause)  
Master: No, it didn't rain during the game.  
Student: (Pause)

Exercise: 1b

Answer the following questions in the negative. Use "Do". Follow the pattern of the example. Remember that "Do" is used with the present tense. Listen to the example first:

Master 1: Do you speak Russian?

Master 2: No, I don't speak Russian.

Now begin the exercise. Repeat after the master's correct response.

1. Master: Do you go to school on Fridays?

Student: (Pause)

Master: No, I don't go to school on Fridays.

Student: (Pause)

2. Master: Do you go to school on holidays?

Student: (Pause)

Master: No, I don't go to school on holidays.

Student: (Pause)

3. Master: Do you have the longest holiday in winter?

Student: (Pause)

Master: No, I don't have the longest holiday in winter.

Student: (Pause)

4. Master: Do you travel abroad during summer?

Student: (Pause)

Master: No, I don't travel abroad during summer.

Student: (Pause)

5. Master: Do you live in England?

Student: (Pause)

Master: No, I don't live in England.

Student: (Pause)

6. Master: Do Moslems eat ham?

Student: (Pause)

Master: No, they don't eat ham.

Student: (Pause)

7. Master: Do they smoke in the daytime during Ramadan?

Student: (Pause)

Master: No, they don't smoke in the daytime during Ramadan.

Student: (Pause)

8. Master: Do they drink wine?

Student: (Pause)

Master: No, they don't drink wine.

Student: (Pause)

9. Master: Do they lend with interest?

Student: (Pause)

Master: No, they don't lend with interest.

Student: (Pause)

10. Master: Do they believe in more than one God?

Student: (Pause)

Master: No, they don't believe in more than one God.

Student: (Pause)

Exercise: 1c

Answer the following questions in the negative.

Use "Does". Follow the pattern of the example.

Remember that "Does" is used with the present tense of the third person singular. Listen to the example first:

Master 1: Does your friend make noise during the lesson?

Master 2: No, he doesn't make noise during the lesson.

Now begin the exercise. Repeat after the master's correct response.

1. Master: Does Layla always argue with her parents?

Student: (Pause)

Master: No, she doesn't always argue with her parents.

Student: (Pause)

2. Master: Does she watch television all the time?

Student: (Pause)

Master: No, she doesn't watch television all the time.

Student: (Pause)

3. Master: Does she sleep late in the morning?

Student: (Pause)

Master: No, she doesn't sleep late in the morning.

Student: (Pause)

4. Master: Does she neglect her duties?

Student: (Pause)

Master: No, she doesn't neglect her duties.

Student: (Pause)



5. Master: Does she always make noise in class?  
Student: (Pause)  
Master: No, she doesn't always make noise in class.  
Student: (Pause)
6. Master: Does Husni eat breakfast late?  
Student: (Pause)  
Master: No, he doesn't eat breakfast late .  
Student: (Pause)
7. Master: Does he drink cola for lunch?  
Student: (Pause)  
Master: No, he doesn't drink cola for lunch.  
Student: (Pause)
8. Master: Does he study three hours at night?  
Student: (Pause)  
Master: No,he doesn't study three hours at night.  
Student: (Pause)
9. Master: Does he go to school by bus?  
Student: (Pause)  
Master: No, he doesn't go to school by bus.  
Student: (Pause)
10. Master: Does he wash his car?  
Student: (Pause)  
Master: No, he doesn't wash his car.  
Student: (Pause)

Exercise: 1d

Change the following sentences into negatives. Use the appropriate form of "Do". Listen to the examples first.

Master 1: We went to school by bus.

Master 2: We didn't go to school by bus.

Master 1: You ride your bicycle to school.

Master 2: You don't ride your bicycle to school.

Master 1: Husni drives to school.

Master 2: Husni doesn't drive to school.

Now begin the exercise. Remember to use "did", "do" or "does" depending on the main verb and person. Repeat after the master's correct answer.

1. Master: We often make trips to Habbania.

Student: (Pause)

Master: We don't often make trips to Habbania.

Student: (Pause)

2. Master: The teacher knows all the answers.

Student: (Pause)

Master: The teacher doesn't know all the answers.

Student: (Pause)

3. Master: Layla solved all the math problems.

Student: (Pause)

Master: Layla didn't solve all the math problems.

Student: (Pause)

4. Master: The students kept asking her questions.

Student: (Pause)

Master: The students didn't keep asking her questions.

Student: (Pause)

5. Master: Zeki does the assignments in time.

Student: (Pause)

Master: Zeki doesn't do the assignments in time.

Student: (Pause)

6. Master: He practices the new sentences.

Student: (Pause)

Master: He doesn't practice the new sentences.

Student: (Pause)

7. Master: The students finished the exercise in time.

Student: (Pause)

Master: They didn't finish the exercise in time.

Student: (Pause)

8. Master: They listen to their teachers carefully.

Student: (Pause)

Master: They don't listen to their teachers carefully.

Student: (Pause)

9. Master: They make much noise in class.  
Student: (Pause)  
Master: They don't make much noise in class.  
Student: (Pause)
- 

This is the end of tape (3)

Tape No. (4)

- I. Identification:      The Verb "To Do"  
Avoiding Repetition of the  
Main Verb  
Part One

II. Instructions:

"To Do" can be used to avoid repeating the main verb of the sentence. In the sentence, "Selma speaks English and so does her brother," "Does" is used instead of "speaks English". Listen to some more examples:

1. Master 1: He helped his father.  
Master 2: His brother helped his father too.  
Master 3: He helped his father and so did his brother.
2. Master 1: Ali works for money.  
Master 2: I work for money too.  
Master 3: Ali works for money and so do I.

3. Master 1: Salim studies very hard.  
Master 2: Ahmed studies very hard too.  
Master 3: Salim studies very hard and so does Ahmed.

### III. Body of Drill:

#### Exercise 1a

Combine the following pairs of sentences into one sentence using the phrase "and so". Notice the use of "Did" instead of the main verb in the second part of the sentence. Listen to the example first:

- M Master 1: Ali worked hard last year.  
Master 2: The others worked hard too.  
Master 3: Ali worked hard last year and so did the others.

Now begin the exercise. Repeat after the master's correct response.

1. Master 1: Salim passed the exam.  
Master 2: Jaber passed the exam too.  
Student: (Pause)  
Master 1: Salim passed the exam and so did Jaber.  
Student: (Pause)
2. Master 1: Muhsen borrowed a book.  
Master 2: Yaser borrowed a book too.  
Student: (Pause)  
Master 1: Muhsen borrowed a book and so did Yaser.  
Student: (Pause)

3. Master 1: Salim studied chemistry.  
Master 2: We studied chemistry too.  
Student: (Pause)  
Master 1: Salim studied chemistry and so did we.  
Student: (Pause)
4. Master 1: Mas'uud received a letter.  
Master 2: His brother received a letter too.  
Student: (Pause)  
Master 1: Mas'uud received a letter and so did his brother.  
Student: (Pause)
5. Master 1: Zeki bought a new tie.  
Master 2: Hamid bought a new tie too.  
Student: (Pause)  
Master 1: Zeki bought a new tie and so did Hamid.  
Student: (Pause)
6. Master 1: Layla made some cakes.  
Master 2: Salwa made some cakes too.  
Student: (Pause)  
Master 1: Layla made some cakes and so did Salwa.  
Student: (Pause)
7. Master 1: Layla sang a beautiful song.  
Master 2: Salwa sang a beautiful song too.  
Student: (Pause)  
Master 1: Layla sang a beautiful song and so did Salwa.  
Student: (Pause)

8. Master 1: She bought a pretty dress.  
Master 2: Salwa bought a pretty dress too.  
Student: (Pause)  
Master 1: She bought a pretty dress and so did Salwa.  
Student: (Pause)
9. Master 1: We watched the TV.  
Master 2: They watched the TV too.  
Student: (Pause)  
Master 1: We watched the TV and so did they.  
Student: (Pause)
10. Master 1: We played tennis.  
Master 2: They played tennis too.  
Student: (Pause)  
Master 1: We played tennis and so did they.  
Student: (Pause)

Exercise, 1b

Combine the following pairs of sentences into one sentence using the phrase "and so". Notice the use of "Do" instead of the main verb in the second part of the sentence. Listen to the example first.

Master 1: The boys speak English in class.

Master 2: We speak English in class too.

Master 3: The boys speak English in class and so do we.

Now begin the exercise. Repeat after the master's correct response.

1. Master 1: We often go fishing.

Master 2: They often go fishing too.

Student: (Pause)

Master 1: We often go fishing and so do they.

Student: (Pause)

2. Master 1: Layla knows how to fix the machine.

Master 2: I know how to fix the machine too.

Student: (Pause)

Master 1: Layla knows how to fix the machine and so do I.

Student: (Pause)

3. Master 1: The students read several hours a day.

Master 2: We read several hours a day too.

Student: (Pause)

Master 1: The students read several hours a day and so do we.

Student: (Pause)

4. Master 1: Your teachers work hard.

Master 2: You work hard too.

Student: (Pause)

Master 1: Your teachers work hard and so do you.

Student: (Pause)



5. Master 1: He smokes cigarettes.  
Master 2: I smoke cigarettes too.  
Student: (Pause)  
Master 1: He smokes cigarettes and so do I.  
Student: (Pause)
6. Master 1: I go to the movies.  
Master 2: You go to the movies too.  
Student: (Pause)  
Master 1: I go to the movies and so do you.  
Student: (Pause)
7. Master 1: Zeki plays dominoes.  
Master 2: We play dominoes too.  
Student: (Pause)  
Master 1: Zeki plays dominoes and so do we.  
Student: (Pause)
8. Master 1: Zeki lives in Baghdad.  
Master 2: I live in Baghdad too.  
Student: (Pause)  
Master 1: Zeki lives in Baghdad and so do I.  
Student: (Pause)
9. Master 1: My brother gets up at 7 in the morning.  
Master 2: I get up at 7 in the morning too.  
Student: (Pause)  
Master 1: My brother gets up at 7 in the morning  
and so do I.  
Student: (Pause)

10. Master 1: He drinks coffee in the morning.  
Master 2: I drink coffee in the morning too.  
Student: (Pause)  
Master 1: He drinks coffee in the morning and so do I.  
Student: (Pause)

Exercise: 1c

Combine the following pairs of sentences into one sentence using the phrase "and so". Notice the use of "Does" instead of the main verb in the second part of the sentence. Listen to the example first.

- Master 1: Salim studies very hard.  
Master 2: Ahmed studies very hard too.  
Master 3: Salim studies very hard and so does Ahmed.

Now begin the exercise. Repeat after the master's correct response.

1. Master 1: Zeki bothers his teachers.  
Master 2: Hamid bothers his teachers too.  
Student: (Pause)  
Master 1: Zeki bothers his teachers and so does Hamid.  
Student: (Pause)
2. Master 1: Ali works hard.  
Master 2: Samir works hard too.  
Student: (Pause)

Master 1: Ali works hard and so does Samir.

Student: (Pause)

3. Master 1: Samir sings beautifully.

Master 2: His sister sings beautifully too.

Student: (Pause)

Master 1: Samir sings beautifully and so does his sister.

Student: (Pause)

4. Master 1: Salim plays football.

Master 2: Hamid plays football too.

Student: (Pause)

Master 1: Salim plays football and so does Hamid.

Student: (Pause)

5. Master 1: I want to go to England.

Master 2: Layla wants to go to England too.

Student: (Pause)

Master 1: I want to go to England and so does Layla.

Student: (Pause)

6. Master 1: Layla goes to bed early.

Master 2: Her brother goes to bed early too.

Student: (Pause)

Master 1: Layla goes to bed early and so does her brother.

Student: (Pause)

7. Master 1: Kirkuk produces oil.  
Master 2: Basrah produces oil too.  
Student: (Pause)  
Master 1: Kirkuk produces oil and so does Basrah.  
Student: (Pause)
8. Master 1: The Tigris flows in Iraq.  
Master 2: The Euphrates flows in Iraq too.  
Student: (Pause)  
Master 1: The Tigris flows in Iraq and so does the Euphrates.  
Student: (Pause)
9. Master 1: Mosul produces grain.  
Master 2: Arbil produces grain too.  
Student: (Pause)  
Master 1: Mosul produces grain and so does Arbil.  
Student: (Pause)
10. Master 1: Iraq imports cars.  
Master 2: Kuwait imports cars too.  
Student: (Pause)  
Master:1: Iraq imports cars and so does Kuwait.  
Student: (Pause)

Exercise 1d

Combine the following pairs of sentences into one sentence using the phrase "and so". Use the appropriate form of "Do". Listen to the examples first.

Master 1: Iraq exports dates.

Master 2: Algeria exports dates too.

Master 3: Iraq exports dates and so does Algeria.

Master 1; My friend reads the Baghdad Observer.

Master 2: I read the Baghdad Observer too.

Master 3: My friend reads the Baghdad Observer and so do I.

Master 1: We played cards.

Master 2: Our friends played cards too.

Master 3: We played cards and so did our friends.

Now begin the exercise. Remember to use "did", "do" or "does" depending on the main verb and person. Repeat after the master's correct response.

1. Master 1: Mohammed arrived by air.

Master 2: His wife arrived by air too.

Student: (Pause)

Master 1: Mohammed arrived by air and so did his wife.

Student: (Pause)

2. Master 1: Mr. Ali teaches English.  
Master 2: Mr. Karim teaches English too.  
Student: (Pause)  
Master 1: Mr. Ali teaches English and so does Mr. Karim.  
Student: (Pause)
3. Master 1: Egypt exports cotton.  
Master 2: Syria exports cotton too.  
Student: (Pause)  
Master 1: Egypt exports cotton and so does Syria.  
Student: (Pause)
4. Master 1: The students need some paper.  
Master 2: I need some paper too.  
Student: (Pause)  
Master 1: The students need some paper and so do I.  
Student: (Pause)
5. Master 1: Zeki left the party early.  
Master 2: Hamid left the party early.  
Student: (Pause)  
Master 1: Zeki left the party early and so did Hamid.  
Student: (Pause)
6. Master 1: I want to go home.  
Master 2: He wants to go home too.  
Student: (Pause)

Master 1: I want to go home and so does he.

Student: (Pause)

7. Master 1: I met Mr. Ali yesterday.

Master 2: You met Mr. Ali yesterday too.

Student: (Pause)

Master 1: I met Mr. Ali yesterday and so did you.

Student: (Pause)

8. Master 1: My relatives live in Baghdad.

Master 2: I live in Baghdad too.

Student: (Pause)

Master 1: My relatives live in Baghdad and so do I.

Student: (Pause)

9. Master 1: I learn English.

Master 2: You learn English too.

Student: (Pause)

Master 1: I learn English and so do you.

Student: (Pause)

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This is the end of tape No. (4) Part 1.

Tape No. (4)

I. Identification:      The Verb "To Do"

Avoiding Repetition of the

Main Verb

Part Two

II. Instructions:

Another pattern equivalent to the one you've just practiced, is also used to avoid repeating the main verb of the sentence. Notice the use of "Do" in the new pattern in the following examples:

1. Master 1: The Euphrates flooded vast areas of land.  
Master 2: The Tigris flooded vast areas of land too.  
Master 3: The Euphrates flooded vast areas of land and the Tigris did too.
2. Master 1: My brother helps my father.  
Master 2: I help my father too.  
Master 3: My brother helps my father and I do too.
3. Master 1: Ali likes swimming.  
Master 2: Mohammed likes swimming too.  
Master 3: Ali likes swimming and Mohammed does too.

III. Body of Drill:

Exercise 2a

Combine each pair of sentences into one sentence following the pattern of the example. Notice the use



of "Did" instead of the main verb in the second part of the sentence. Listen to the example first.

Master 1: The students visited Kuwait.

Master 2: We visited Kuwait too.

Master 3: The students visited Kuwait and we did too.

Now begin the exercise. Repeat after the master's correct response:

1. Master 1: Zeki saw Hamlet.

Master 2: Hamid saw Hamlet too.

Student: (Pause)

Master 1: Zeki saw Hamlet and Hamid did too.

Student: (Pause)

2. Master 1: Layla got a good grade in English.

Master 2: Salwa got a good grade in English too.

Student: (Pause)

Master 1: Layla got a good grade in English and Salwa did too.

Student: (Pause)

3. Master 1: Zeki lost his money gambling.

Master 2: Hamid lost his money gambling too.

Student: (Pause)

Master 1: Zeki lost his money gambling and Hamid did too.

Student: (Pause)

4. Master 1: Salim passed the English exam.  
Master 2: Ahmed passed the English exam too.  
Student: (Pause)  
Master 1: Salim passed the English exam and Ahmed did too.  
Student: (Pause)
5. Master 1: Layla studied hard.  
Master 2: Salwa studied hard too.  
Student: (Pause)  
Master 1: Layla studied hard and Salwa did too.  
Student: (Pause)
6. Master 1: Zeki lent me some money.  
Master 2: Hamid lent me some money too.  
Student: (Pause)  
Master 1: Zeki lent me some money and Hamid did too.  
Student: (Pause)
7. Master 1: Mas'uud sent a letter to his family.  
Master 2: His brother sent a letter to his family too.  
Student: (Pause)  
Master 1: Mas'uud sent a letter to his family and his brother did too.  
Student: (Pause)
8. Master 1: Salwa bought a new hat.  
Master 2: Layla bought a new hat too.  
Student: (Pause)

Master 1: Salwa bought a new hat and Layla did too.

Student: (Pause)

9. Master 1: We went to the cinema last night.

Master 2: They went to the cinema last night too.

Student: (Pause)

Master 1: We went to the cinema last night and they did too.

Student: (Pause)

10. Master 1: Salwa wrote a short poem.

Master 2: Layla wrote a short poem too.

Student: (Pause)

Master 1: Salwa wrote a short poem and Layla did too.

Student: (Pause)

Exercise: 2b

Combine each pair of sentences into one sentence following the pattern of the example. Notice the use of "Do" instead of the main verb in the second part of the sentence. Listen to the example first.

Master 1: My brother helps my father.

Master 2: I help my father too.

Master 3: My brother helps my father and I do too.

Now begin the exercise. Repeat after the master's correct response:

1. Master 1: We usually go to Sursunk in summer.  
Master 2: They usually go to Sursunk in summer too.  
Student: (Pause)  
Master 1: We usually go to Sursunk in summer and they do too.  
Student: (Pause)
2. Master 1: My brother reads newspapers.  
Master 2: I read newspapers too.  
Student: (Pause)  
Master 1: My brother reads newspapers and I do too.  
Student: (Pause)
3. Master 1: My brother gets up early.  
Master 2: I get up early too.  
Student: (Pause)  
Master 1: My brother gets up early and I do too.  
Student: (Pause)
4. Master 1: Samir likes to listen to music.  
Master 2: I like to listen to music too.  
Student: (Pause)  
Master 1: Samir likes to listen to music and I do too.  
Student: (Pause)
5. Master 1: The boys often go sailing.  
Master 2: We often go sailing too.  
Student: (Pause)

Master 1: The boys often go sailing and we do too.

Student: (Pause)

6. Master 1: Your brother goes to the movies.

Master 2: You go to the movies too.

Student: (Pause)

Master 1: Your brother goes to the movies and you do too.

Student: (Pause)

7. Master 1: We play dominoes.

Master 2: They play dominoes too.

Student: (pause)

Master 1: We play dominoes and they do too.

Student: (Pause)

8. Master 1: I smoke a pipe.

Master 2: You smoke a pipe too.

Student: (Pause)

Master 1: I smoke a pipe and you do too.

Student: (Pause)

9. Master 1: Mohammed lives in Mosul.

Master 2: I live in Mosul too.

Student: (Pause)

Master 1: Mohammed lives in Mosul and I do too.

Student: (Pause)

10. Master 1: We go to the mosque on Fridays.  
Master 2: You go to the mosque on Fridays too.  
Student: (Pause)  
Master 1: We go to the mosque on Fridays and you do too.  
Student: (Pause)

Exercise, 2c

Combine each pair of sentences into one sentence following the pattern of the example. Notice the use of "Does" instead of the main verb in the second part of the sentence. Listen to the example first.

- Master 1: Ali likes swimming.  
Master 2: Mohammed likes swimming too.  
Master 3: Ali likes swimming and Mohammed does too.

Now begin the exercise. Repeat after the master's correct response.

1. Master 1: Kamila behaves well in class.  
Master 2: Salwa behaves well in class too.  
Student: (Pause)  
Master 1: Kamila behaves well in class and Salwa does too.  
Student: (Pause)
2. Master 1: Husni drives very fast.  
Master 2: His father drives very fast too.  
Student: (Pause)

Master 1: Husni drives very fast and his father does too.

Student: (Pause)

3. Master 1: This worker gets ten dinars a week.

Master 2: His friend gets ten dinars a week too.

Student: (Pause)

Master 1: This worker gets ten dinars a week and his friend does too.

Student: (Pause)

4. Master 1: Zeki gets a letter every week.

Master 2: Hamid gets a letter every week too.

Student: (Pause)

Master 1: Zeki gets a letter every week and Hamid does too.

Student: (Pause)

5. Master 1: Salwa wants to go to Egypt.

Master 2: Layla wants to go to Egypt too.

Student: (Pause)

Master 1: Salwa wants to go to Egypt and Layla does too.

Student: (Pause)

6. Master 1: I go to bed late.

Master 2: My brother goes to bed late too.

Student: (Pause)

Master 1: I go to bed late and my brother does too.

Student: (Pause)

7. Master 1: I want to go home.  
Master 2: My friend wants to go home too.  
Student: (Pause)  
Master 1: I want to go home and my friend does too.  
Student: (Pause)
8. Master 1: Iraq imports machinery.  
Master 2: Syria imports machinery too.  
Student: (Pause)  
Master 1: Iraq imports machinery and Syria does too.  
Student: (Pause)
9. Master 1: I need colored pencils.  
Master 2: My brother needs colored pencils too.  
Student: (Pause)  
Master 1: I need colored pencils and my brother does too.  
Student: (Pause)
10. Master 1: Iraq exports oil.  
Master 2: Kuwait exports oil too.  
Student: (Pause)  
Master 1: Iraq exports oil and Kuwait does too.  
Student: (Pause)

Exercise: 2d

Combine the following pairs of sentences into one sentence following the pattern of the examples. Use the appropriate form of "Do". Listen to the examples first:



1. Master 1: Heat travels in waves.  
Master 2: Light travels in waves too.  
Master 3: Heat travels in waves and light does too.
  
2. Master 1: Britain fought Germany in the Second World War.  
Master 2: France fought Germany in the Second World War too.  
Master 3: Britain fought Germany in the Second World War and France did too.
  
3. Master 1: Husni listens to the B.B.C.  
Master 2: I listen to the B.B.C. too.  
Master 3: Husni listens to the B.B.C. and I do too.

Now begin the exercise. Remember to use the correct form of "do." Repeat after the master's correct response:

1. Master 1: Captain Webb crossed the English Channel.  
Master 2: Abu-Haif crossed the English Channel too.  
Student: (Pause)  
Master 1: Captain Webb crossed the English Channel and Abu-Haif did too.  
Student: (Pause)
  
2. Master 1: Salim runs fast.  
Master 2: Ali runs fast too.  
Student: (Pause)  
Master 1: Salim runs fast and Ali does too.  
Student: (Pause)

3. Master 1: His teacher asked him to work harder.  
Master 2: His father asked him to work harder too.  
Student: (Pause)  
Master 1: His teacher asked him to work harder  
and his father did too.  
Student: (Pause)
4. Master 1: This lamp gives us light.  
Master 2: That candle gives us light too.  
Student: (Pause)  
Master 1: This lamp gives us light and that  
candle does too.  
Student: (Pause)
5. Master 1: We often go on picnics.  
Master 2: Our friends often go on picnics too.  
Student: (Pause)  
Master 1: We often go on picnics and our friends  
do too.  
Student: (Pause)
6. Master 1: My sister gets up early.  
Master 2: I get up early too.  
Student: (Pause)  
Master 1: My sister gets up early and I do too.  
Student: (Pause)
7. Master 1: Salwa likes her teachers.  
Master 2: Layla likes her teachers too.  
Student: (Pause)

Master 1: Salwa likes her teachers and Layla does too.

Student: (Pause)

8. Master 1: My brother likes tea with milk.

Master 2: I like tea with milk too.

Student: (Pause)

Master 1: My brother likes tea with milk and I do too.

Student: (Pause)

9. Master 1: Layla asked her teacher a question.

Master 2: Salwa asked her teacher a question too.

Student: (Pause)

Master 1: Layla asked her teacher a question and Salwa did too.

Student: (Pause)

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I. Identification: The Verb "To Do"

Expressing Emphasis

II. Instructions:

"To Do" can be used to express emphasis; it means please too. Listen to these examples:

1. Do study harder, please.
2. Do stop talking.

III. Body of Drill:

Make the following statements emphatic by using "Do". Remember that "Do" precedes the verb that receives the emphasis. Listen to the example first:

Master 1: Be quiet!

Master 2: Do be quiet.

Now begin the exercise. Repeat after the master's correct response.

1. Master: Help me!

Student: (Pause)

Master: Do help me.

Student: (Pause)

2. Master: Stop fighting!

Student: (Pause)

Master: Do stop fighting.

Student: (Pause)

3. Master: Stop making noise!

Student: (Pause)

Master: Do stop making noise.

Student: (Pause)

4. Master: Hurry!

Student: (Pause)

Master: Do hurry.

Student: (Pause)

5. Master: Stop asking questions!  
Student: (Pause)  
Master: Do stop asking questions.  
Student: (Pause)
6. Master: Try harder!  
Student: (Pause)  
Master: Do try harder.  
Student: (Pause)
7. Master: Finish this work!  
Student: (Pause)  
Master: Do finish this work.  
Student: (Pause)

---

This is the end of Tape No. (4).

Tape No. (5)

- I. Identification: Subordinate Clauses  
Relative Clauses with Who
- II. Instructions:

"A relative or adjectival clause goes with a noun to tell us something about it, just as an adjective does."<sup>1</sup> Listen to these sentences:

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<sup>1</sup>A. Johnson and G. Thornley, Grammar and Idiom, London, Longmans, 1948, See Appendix B., p. 166.

1. The thin boy runs fast.
2. The boy who is thin runs fast.

In the second sentence the relative clause "who is thin" tells something about the boy.

Relative clauses are introduced by relative pronouns such as who, whom, which, that etc.

1a - Who:

Who is used for persons singular or plural as a subject of the relative clause. Listen to these examples:

1. I know the policeman who caught the thief.
2. Is he the doctor who took care of you?
3. Husni is the boy who drove the car.
4. Mr. Kasim is the man who lives next door.
5. I congratulate the boy who won the game.

### III. Body of Drill:

Repeat these sentences:

1. Master: Layla is the girl who called you.  
Student: (Pause)
2. Master: Wasn't it Ali who invited you to the cinema?  
Student: (Pause)
3. Master: Salwa is the girl who flew to the States.  
Student: (Pause)

4. Master: Hitler, who lost the war, died in 1945.

Student: (Pause)

5. Master: Samira is the nurse who took care of me.

Student: (Pause)

Exercise 1: Substitution Drill:

Repeat these sentences substituting the words given at the end of each sentence. Listen to the example first.

Master 1: Salwa was the girl who flew to the States.

Master 2: Passed the exam.

Master 3: Salwa was the girl who passed the exam.

Now begin the exercise. Repeat after the master's correct response.

1. Master 1: Salwa was the girl who passed the exam.

Master 2: won the game

Student: (Pause)

Master 1: Salwa was the girl who won the game.

Student: (Pause)

2. Master 2: wrote a letter

Student: (Pause)

Master 1: Salwa was the girl who wrote a letter.

Student: (Pause)

3. Master 2: attended the classes.

Student: (Pause)

- Master 1: Salwa was the girl who attended the classes.  
Student: (Pause)
4. Master 2: sang last night  
Student: (Pause)
- Master 1: Salwa was the girl who sang last night.  
Student: (Pause)
5. Master 2: wore a blue dress  
Student: (Pause)
- Master 1: Salwa was the girl who wore a blue dress.  
Student: (Pause)
6. Master 2: left the party early  
Student: (Pause)
- Master 1: Salwa was the girl who left the party early.  
Student: (Pause)
7. Master 2: lost her earring.  
Student: (Pause)
- Master 1: Salwa was the girl who lost her earring.  
Student: (Pause)
8. Master 2: wrote the best composition.  
Student: (Pause)
- Master 1: Salwa was the girl who wrote the best composition.  
Student: (Pause)
9. Master 2: got the highest grade.  
Student: (Pause)
- Master 1: Salwa was the girl who got the highest grade.  
Student: (Pause)



10. Master 2:           solved all the problems.  
Student:                   (Pause)  
Master 1: Salwa was the girl who solved all the  
          problems.  
Student:                   (Pause)

Exercise 2:

Combine each of these pairs of sentences  
making the second sentence into a relative clause.

Use who. Follow the pattern of the example:

- Master 1: Hamid is Zeki's friend. He often goes to  
          the cinema.  
Master 2: Hamid, who often goes to the cinema, is  
          Zeki's friend.

Now begin the exercise. Repeat **after** the mas-  
ter's correct response:

1. Master: Husni went into the library. He was  
          carrying books.  
Student:                   (Pause)  
Master: Husni, who was carrying books, went into  
          the library.  
Student:                   (Pause)
2. Master: Husni is fluent in English. He can speak  
          French.  
Student:                   (Pause)  
Master: Husni, who can speak French, is fluent  
          in English.  
Student:                   (Pause)

3. Master: Husni is very intelligent. He is good in math.  
Student: (Pause)  
Master: Husni, who is good in math, is very intelligent.  
Student: (Pause)
4. Master: I know the doctor. He took care of you.  
Student: (Pause)  
Master: I know the doctor who took care of you.  
Student: (Pause)
5. Master: The woman is my aunt. She lives next door.  
Student: (Pause)  
Master: The woman who lives next door is my aunt.  
Student: (Pause)
- 

This is the end of Tape No. (5).

Tape No. (6)

- I. Identification: Subordinate Clauses  
Relative Clauses with Whose

II. Instructions:

Whose is used as the possessive form of whom with reference to persons. Listen to these examples:

1. The boy whose book was stolen is very angry.
2. The student whose arm was broken is my friend.
3. Najeeb Mahfood is the writer whose fame has grown very fast.
4. The girl whose photo you have seen has won the competition.
5. Mrs. Ali is the woman whose son got injured in the accident.

III. Body of Drill:

Repeat these sentences:

1. Master: The boy whose book I borrowed wants it back.  
Student: (Pause)
2. Master: The man whose daughter got married is very rich .  
Student: (Pause)
3. Master: Mrs. Mohsen, whose jewels were stolen, is very sad.  
Student: (Pause)
4. Master: Salwa, whose mother is dead, lives with her aunt.  
Student: (Pause)
5. Master: Shakespeare, whose plays are performed everywhere, is a well-known poet.  
Student: (Pause)

Exercise: 1 Substitution Drill:

Repeat these sentences substituting the words given at the end of each sentence. Listen to the example first:

Master 1: Husni, whose book I borrowed, is my friend.

Master 2: whose car is broken

Master 3: Husni, whose car is broken, is my friend.

Now begin the exercise. Repeat after the

master's correct response:

1. Master 1: Husni, whose book I borrowed, is my friend.

Master 2: whose English is very good

Student: (Pause)

Master 1: Husni, whose English is very good, is my friend.

Student: (Pause)

2. Master 2: whose car is broken

Student: (Pause)

Master 1: Husni, whose car is broken, is my friend.

Student: (Pause)

3. Master 2: whose aunt lives abroad.

Student: (Pause)

Master 1: Husni, whose aunt lives abroad, is my friend.

Student: (Pause)

4. Master 2: whose brother is a doctor

Student: (Pause)

Master 1: Husni, whose brother is a doctor, is my friend.

Student: (Pause)

5. Master 2: whose cousin is a dentist

Student: (Pause)

Master 1: Husni, whose cousin is a dentist, is my friend.

Student: (Pause)

6. Master 2: whose uncle is a millionaire

Student: (Pause)

Master 1: Husni, whose uncle is a millionaire,  
is my friend.

Student: (Pause)

7. Master 2: whose arm is broken

Student: (Pause)

Master 2: Husni, whose arm is broken, is my  
friend.

Student: (Pause)

8. Master 2: whose father teaches at the univer-  
sity

Student: (Pause)

Master 1: Husni, whose father teaches at the  
University, is my friend.

Student: (Pause)

Exercise: 2

Combine each pair of sentences into one sen-  
tence making the second sentence into a relative  
clause. Use whose. Follow the pattern of the example:

Master 1: Um-Kalthoum is a great singer. Her  
songs are very popular.

Master 2: Um-Kalthoum, whose songs are very  
popular, is a great singer.

Now begin the exercise. Repeat after the  
master's correct response:

1. Master: Zeki failed the entrance exam. His  
English is bad.

Student: (Pause)

Master: Zeki, whose English is bad, failed the  
entrance exam.

Student: (Pause)

2. Master: Hamid is trying harder. His grades are not high.  
Student: (Pause)  
Master: Hamid, whose grades are not high, is trying harder.  
Student: (Pause)
3. Master: The girl is my cousin. Her father lives in Beirut.  
Student: (Pause)  
Master: The girl, whose father lives in Beirut, is my cousin.  
Student: (Pause)
4. Master: My brother is in hospital. His arm is broken.  
Student: (Pause)  
Master: My brother, whose arm is broken is in hospital.  
Student: (Pause)
5. Master: The man is our neighbour. His dog got lost.  
Student: (Pause)  
Master: The man whose dog got lost is our neighbour.  
Student: (Pause)

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This is the end of Tape No. (6)

Tape No. (7)

- I. Identification:      Subordinate Clauses  
                                 Relative Clauses with Which  
                                 or That as Subject

II. Instructions:

Which or that can be used interchangeably as the subject of the relative clause. They are used for singular or plural. Which is used for things or animals. That, may be used for persons too. Listen to these examples with which:

1. The letter which came yesterday is from my brother.
2. The street which goes to the river is Rashid Street.
3. The pills which relieve pain are Aspro.
4. The dog which barked all night is mine.
5. The planes which cross the Atlantic are usually large.

Listen to the same examples with "That":

1. The letter that came yesterday is from my brother.
2. The street that goes to the river is Rashid Street.
3. The pills that relieve pain are Aspro.
4. The dog that barked all night is mine.
5. The planes that cross the Atlantic are usually large.

III. Body of Drill:

Repeat these sentences:

1. Master: The bus which took us to the station was very old.

Student: (Pause)

- Master: The bus that took us to the station was very old.

Student: (Pause)

2. Master: Where's the magazine which has all the pictures?

Student: (Pause)

- Master: Where's the magazine that has all the pictures?

Student: (Pause)

3. Master: There's the house which has the broken window.

Student: (Pause)

- Master: There's the house that has the broken window.

Student: (Pause)

4. Master: Is this the car which goes 70 miles an hour?

Student: (Pause)

- Master: Is this the car that goes 70 miles an hour?

Student: (Pause)

5. Master: This is the pen which has the red ink.

Student: (Pause)



Master: This is the pen that has the red ink.

Student: (Pause)

Exercise: 1a

Combine each pair of sentences by making the second sentence into a relative clause. Use which as the subject of the relative clause. Follow the pattern of the example.

Master 1: The new Chevrolet is very expensive.  
It belongs to Husni.

Master 2: The new Chevrolet which belongs to  
Husni is very expensive.

Now begin the exercise. Repeat after the master's correct response.

1. Master: Baghdad is situated on the Tigris. It  
is the capital of Iraq.

Student: (Pause)

Master: Baghdad, which is situated on the Tigris,  
is the capital of Iraq.

Student: (Pause)

2. Master: Mosul is the second largest city in Iraq.  
It is in the north of Iraq.

Student: (Pause)

Master: Mosul, which is in the north of Iraq,  
is the second largest city in Iraq.

Student: (Pause)

3. Master: Basrah is the main port in Iraq. It is  
on Shat-al-Arab.

Student: (Pause)

Master: Basrah, which is on Shat-al-Arab, is the main port in Iraq.

Student: (Pause)

4. Master: Kirkuk produces the largest quantity of oil. It is in the north of Iraq.

Student: (Pause)

Master: Kirkuk, which is in the north of Iraq, produces the largest quantity of oil.

Student: (Pause)

5. Master: The Tigris and the Euphrates rise in Turkey. They flow in Iraq.

Student: (Pause)

Master: The Tigris and the Euphrates, which flow in Iraq, rise in Turkey.

Student: (Pause)

Exercise: 1b

Combine each of these pairs of sentences by making the second sentence into a relative clause.

Use That as the subject of the relative clause.

Follow the pattern of the example.

Master 1: We had an examination. It was very difficult.

Master 2: We had an examination that was very difficult.

Now begin the exercise. Repeat after the master's correct response.

1. Master: This is the chair. It has a broken leg.  
Student: (Pause)  
Master: This is the chair that has a broken leg.  
Student: (Pause)
  
2. Master: This is the car. It had an accident.  
Student: (Pause)  
Master: This is the car that had an accident.  
Student: (Pause)
  
3. Master: This is the clock. It is broken.  
Student: (Pause)  
Master: This is the clock that is broken.  
Student: (Pause)
  
4. Master: This is the table-lamp. It belongs to me.  
Student: (Pause)  
Master: This is the table-lamp that belongs to me.  
Student: (Pause)
  
5. Master: This is the watch. It tells the exact  
time.  
Student: (Pause)  
Master: This is the watch that tells the exact  
time.  
Student: (Pause)

---

This is the end of tape No. (7)

Tape No. (8)

- I. Identification:      Subordinate Clauses  
                                 Relative Clauses with Which or  
                                 That as Object

II. Instructions:

The pronouns which and that may be used interchangeably as objects in the relative clause. Which is used for things or animals, singular or plural. That may be used for persons too. Which and that may often be omitted when used as objects. Listen to this example with which:

Master: Hamid lost the book which he borrowed from the library.

Listen to the same example without which or that:

Master: Hamid lost the book he borrowed from the library.

Listen to these sentences. Notice the use of "which" and "that":

1. Zeki took the medicine yesterday.

This is the medicine.

This is the medicine Zeki took.

This is the medicine that Zeki took.

This is the medicine which Zeki took.

2. I bought the books last week.

These are the books.

These are the books I bought.

These are the books that I bought.

These are the books which I bought.

3. You lent me this book.

This is the book.

This is the book you lent me.

This is the book that you lent me.

This is the book which you lent me.

### III. Body of Drill:

Repeat these sentences:

1. Master: This is the magazine I read yesterday.

Student: (Pause)

2. Master: The house they painted is very large.

Student: (Pause)

3. Master: The window which Zeki broke is the neighbour's.

Student: (Pause)

4. Master: These are the photographs which I took last week.

Student: (Pause)

5. Master: Is this the cup that you broke?

Student: (Pause)

6. Master: Where is the baby that Layla looks after?

Student: (Pause)

Exercise:1a

Combine each of these pairs of sentences by making the second sentence into a relative clause. Use which as the object in the relative clause. Remember that no other object is needed. Follow the pattern of the example:

Master 1: The dress was sold. She liked it.

Master 2: The dress which she liked was sold.

Now begin the exercise. Repeat after the master's correct response.

1. Master: The shirt was cheap. I bought it.

Student: (Pause)

Master: The shirt which I bought was cheap.

Student: (Pause)

2. Master: The car is very new. I drove it.

Student: (Pause)

Master: The car which I drove is very new.

Student: (Pause)

3. Master: The book is about grammar. You read it.

Student: (Pause)

Master: The book which you read is about grammar.

Student: (Pause)

4. Master: The movie was very good. I saw it last week.

Student: (Pause)

Master: The movie which I saw last week was very good.

Student: (Pause)

5. Master: The bike was very old. You sold it.

Student: (Pause)

Master: The bike which you sold was very old.

Student: (Pause)

Exercise: 1b

Combine each of these pairs of sentences by making the second sentence into a relative clause. Use that as the object in the relative clause. Remember that no other object is needed. Follow the pattern of the example:

Master 1: The movie was very good. I saw it last week.

Master 2: The movie that I saw last week was very good.

Now begin the exercise. Repeat after the master's correct response:

1. Master: I know the song. They are singing it.

Student: (Pause)

Master: I know the song that they are singing.

Student: (Pause)

2. Master: Layla is the girl. I invited her to the party.

Student: (Pause)

Master: Layla is the girl that I invited to the party.

Student: (Pause)

3. Master: The hat was very expensive. Salwa bought it.

Student: (Pause)

Master: The hat that Salwa bought was very expensive.

Student: (Pause)

4. Master: The lady is Mrs. Hazim. You met her yesterday.

Student: (Pause)

Master: The lady that you met yesterday is Mrs. Hazim.

Student: (Pause)

5. Master: Is this the hat? You bought it.

Student: (Pause)

Master: Is this the hat that you bought?

Student: (Pause)

Exercise: 1c

Combine each of these pairs of sentences by making the second sentence into a relative clause. Don't use that or which as the object in the relative clause. Remember also that no other object is needed. Follow the pattern of the example:

Master 1: I know the song. They are singing it.

Master 2: I know the song they are singing.

Now begin the exercise. Repeat after the



master's correct response.

1. Master: The coat doesn't fit well. You ~~made~~ it.

Student: (Pause)

Master: The coat you made doesn't fit well.

Student: (Pause)

2. Master: That's the hill. We climbed it last week.

Student: (Pause)

Master: That's the hill we climbed ~~last~~ week.

Student: (Pause)

3. ~~Ma~~ster: The blouse is very beautiful. Layla knitted it.

Student: (Pause)

Master: The ~~House~~ Layla knitted is very beautiful.

Student: (Pause)

4. Master: Layla is the girl. I invited her to the party.

Student: (Pause)

Master: Layla is the girl I invited to the party.

Student: (Pause)

5. Master: Is this the watch? You broke it.

Student: (Pause)

Master: Is this the watch you broke?

Student: (Pause)

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This is the end of Tape No. (8).

Tape No. (19)

- I. Identification: Subordinate Clauses  
Relative Clauses - Relative Pro-  
nouns as Objects of the Prepositions.

II. Instructions:

A relative pronoun may also be used as an object of the preposition. The preposition usually comes at the end of the clause and the relative pronoun may often be omitted. Listen to these examples:

1. The girl whom I spoke to was Husni's sister.  
The girl I spoke to was Husni's sister.
2. The safe that I keep my money in is very strong.  
The safe I keep my money in is very strong.
3. This is the house which I live in.  
This is the house I live in.
4. The lady that I was talking about is Mrs. Hazim.  
The lady I was talking about is Mrs. Hazim.
5. My brother is the man whom I wrote to.  
My brother is the man I wrote to.

III. Body of Drill:

Repeat these sentences:

1. Master: That's the professor you were asking about.  
Student: (Pause)

2. Master: Is Layla the girl you were talking about?  
Student: (Pause)
3. Master: My brother is the man I received the letter from.  
Student: (Pause)
4. Master: The cafe we went to last week is far from here.  
Student: (Pause)
5. Master: Taha Husain whom you heard about is very well-known.  
Student: (Pause)

Exercise: 1a

Combine each of these pairs of sentences by making the second sentence into a relative clause. Use that or whom as the object in the relative clause. Remember that no other object is needed. Put the preposition at the end of the relative clause. Follow the pattern of the examples:

1. Master 1: This is the house. I live in it.  
Master 2: This is the house that I live in.
2. Master 1: This is the butcher. We buy meat from him.  
Master 2: This is the butcher whom we buy meat from.

Now begin the exercise. Repeat after the master's correct response:

1. Master: As-Sa'adia is the village. We passed through it.  
Student: (Pause)  
Master: As-Sa'adia is the village that we passed through.  
Student: (Pause)
2. Master: The cave was dark. We took shelter in it.  
Student: (Pause)  
Master: The cave that we took shelter in was dark.  
Student: (Pause)
3. Master: The poet was Al-Mutanabi. We talked about him.  
Student: (Pause)  
Master: The poet whom we talked about was Al-Mutanabi.  
Student: (Pause)
4. Master: The plane was a trident. We flew to London in it.  
Student: (Pause)  
Master: The plane that we flew to London in was a trident.  
Student: (Pause)
5. Master: The man is my brother. I received a letter from him.  
Student: (Pause)  
Master: The man whom I received a letter from is my brother.  
Student: (Pause)

6. Master: This is the sugar factory. They work in it.  
Student: (Pause)  
Master: This is the sugar factory that they work in.  
Student: (Pause)
7. Master: This is the orchard. We get fruit from it.  
Student: (Pause)  
Master: This is the orchard that we get fruit from.  
Student: (Pause)
8. Master: The boy was blind. I used to read to him.  
Student: (Pause)  
Master: The boy whom I used to read to was blind.  
Student: (Pause)
9. Master: There's the nurse. I talked to her.  
Student: (Pause)  
Master: There's the nurse whom I talked to.  
Student: (Pause)
10. Master: The school has 300 pupils. Mr. Ali teaches in it.  
Student: (Pause)  
Master: The school that Mr. Ali teaches in has 300 pupils.  
Student: (Pause)

Exercise: 1b

Combine each of these pairs of sentences by making the second sentence into a relative clause. Don't use that or whom as the object in the relative clause. Remember that no other object is needed. Put the preposition at the end of the relative clause. Follow the pattern of the examples:

Master 1: This is the house. I live in it.

Master 2: This is the house I live in.

Master 1: This is the butcher. We buy meat from him.

Master 2: This is the butcher we buy meat from.

Now begin the exercise. Repeat after the master's correct response.

1. Master: As-Sa'adia is the village. We passed through it.

Student: (Pause)

Master: As-Sa'adia is the village we passed through.

Student: (Pause)

2. Master: The cave was dark. We took shelter in it.

Student: (Pause)

Master: The cave we took shelter in was dark.

Student: (Pause)

3. Master: The poet was Al-Mutanabi. We talked about him.

Student: (Pause)

Master: The poet we talked about was Al-Mutanabi.

Student: (Pause)

4. Master: The plane was a trident. We flew to London in it.

Student: (Pause)

Master: The plane we flew to London in was a trident.

Student: (Pause)

5. Master: The man is my brother. I received a letter from him.

Student: (Pause)

Master: The man I received a letter from is my brother.

Student: (Pause)

6. Master: This is the sugar factory. They work in it.

Student: (Pause)

Master: This is the sugar factory they work in.

Student: (Pause)

7. Master: This is the orchard. We get fruit from it.

Student: (Pause)

Master: This is the orchard we get fruit from.

Student: (Pause)

8. Master: The boy was blind. I used to read to him.

Student: (Pause)

Master: The boy I used to read to was blind.

Student: (Pause)

9. Master: There's the nurse. I talked to her.

Student: (Pause)

Master: There's the nurse I talked to.

Student: (Pause)

10. Master: The school has 300 pupils. Mr. Ali teaches in it.

Student: (Pause)

Master: The school Mr. Ali teaches in has 300 pupils.

Student: (Pause)

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This is the end of tape No. (19).

Tape No. (10)

I. Identification: The Meanings of "Get"

"Get" in the Meaning of "Obtain"

"Get" in the Meaning of "Become"

II. Instructions:

Listen to the conversation between Husni and his friend Ali. Notice the different meanings and uses of the verb "get":

Announcer: Husni is driving a new car. He's driving to his friend's house. (SOUND: CAR BRAKES ... CAR HORN)

Ali : Just a minute I'm coming. (SOUND: DOOR SLAMMING)

Ali : Wow! What a surprise! Where did you get such a beautiful car?

Husni : My father bought it. He got it from our neighbour who sells cars.



Ali : Would you take me for a ride in it?

Husni: Sure, get in; but I haven't got much time.  
(SOUND: CAR STARTING)

Ali : The car runs very smoothly.

Husni: Yes, I get great pleasure in driving it.

Ali : What is wrong? The road seems to be getting rough. You'd better stop.

Husni: It's not the road that's rough. I think one of the tires is flat. Would you get out and have a look for me?

Announcer: The car stops (SOUND: CAR BRAKES) Ali gets out (SOUND: DOOR SLAMMING)

Ali:: You're right. The right front tire is flat. We'll have to put the spare tire on. Do you want me to get the tools out?

Husni: Yes, get them please. We'll have to change the tire.

Ali : There's no spare tire and there aren't any tools.

Husni: We've got to get them from somebody. Do you have any suggestions?

Ali : Well ... I think we'd better go to the petrol station that we passed ten minutes ago and get them to help us.

Husni: That's a good idea, but how will we get there? It's too far to walk.

Ali : You can borrow the horse you see in the meadow over there; get on it and ride to the petrol station.

Husni: That is a good idea ... but ... who will bring the horse back?

Ali : I will.

Husni: Well come on then, let's get on the horse and when we get there I'll get off so you can bring it back here.

Ali : I'll be glad to do that; at least the horse will be more dependable than your car!

(SOUND: HORSE GALLOPING AWAY).

In this conversation Husni and Ali used the verb "Get" in the meaning of "obtain" - in Arabic /yahşal çala/. Listen to them again:

Ali : How did you get such a beautiful car?

Husni: My father bought it. He got it from our neighbour who sells cars. (recorded from the dialogue).

Listen to some more examples of "Get" used in this meaning:

1. Can you get another copy of Grammar and Idiom?
2. Husni's father got a car from his neighbour.
3. Zeki and Hamid got tickets for the party.
4. We sleep to get rest.
5. We get wool from sheep.

### III. Body of Drill:

#### Exercise: 1

Repeat these sentences:

1. Master: You're getting an education.  
Student: (Pause)
2. Master: With more money, you'll get more things.  
Student: (Pause)
3. Master: Layla got a visa to travel to London.  
Student: (Pause)

4. Master: If I get a raise in pay, I'll buy a new suit.

Student: (Pause)

5. Master: Get a chair for that old lady.

Student: (Pause)

6. Master: Get your glasses and you'll see better.

Student: (Pause)

7. Master: I tried to get a taxi, but I couldn't.

Student: (Pause)

8. Master: Get me a cup of coffee, please!

Student: (Pause)

9. Master: Layla got a high grade in English.

Student: (Pause)

Exercise: 2

Repeat these sentences substituting the word or words given at the end of each sentence. Listen to the example first.

Master 1: Go and get me a sheet of paper.

Master 2: a pen

Master 3: Go and get me a pen.

Master 2: a pencil

Master 3: Go and get me a pencil.

Now begin the exercise. Repeat after the master's correct response:

Master 1: Go and get me the exercise book.

Master 2: a sheet of paper

Student: (Pause)

Master 1: Go and get me a sheet of paper.

Student: (Pause)

Master 2: Some carbon paper

Student: (Pause)

Master 1: Go and get me some carbon paper.

Student: (Pause)

Master 2: a pencil sharpener

Student: (Pause)

Master 1: Go and get me a pencil sharpener.

Student: (Pause)

Master 2: some ink

Student: (Pause)

Master 1: Go and get me some ink.

Student: (Pause)

Master 2: a pen

Student: (Pause)

Master 1: Go and get me a pen.

Student: (Pause)

Master 2: a pencil

Student: (Pause)

Master 1: Go and get me a pencil.

Student: (Pause)

Master 2: a book

Student: (Pause)

Master 1: Go and get me a book.

Student: (Pause)

Master 2: a dictionary

Student: (Pause)

Master 1: Go and get me a dictionary.

Student: (Pause)

Master 2: an eraser

Student: (Pause)

Master 1: Go and get me an eraser.

Student: (Pause)

## II. Instructions:

The verb "Get" may be used in the meaning of "become" or /yaşbah/ in Arabic. Listen to the example in the conversation you've listened to:

Ali: What's wrong? The road seems to be getting rough. (recorded from the tape)

Listen to some more examples:

1. My friend who is in hospital is getting better.
2. He's getting stronger.
3. We're all getting older.
4. Our professors are getting busier these days.
5. Are you getting ready for the exam?

III. Body of Drill:

Exercise: 1

Repeat these sentences:

1. Master: The lessons are getting more difficult.  
Student: (Pause)
2. Master: We're getting acquainted now.  
Student: (Pause)
3. Master: We're getting accustomed to the weather.  
Student: (Pause)
4. Master: We have to hurry; time is getting short.  
Student: (Pause)
5. Master: Eggs are getting scarcer.  
Student: (Pause)

Exercise: 2

Repeat these sentences substituting the word given at the end of each sentence. Listen to the example first.

Master 1: It's getting late.

Master 2: dark

Master 3: It's getting dark.

Master 2: hot

Master 3: It's getting hot.

Now begin the exercise. Repeat after the master's correct response:

Master 1: It's getting dark.

Master 2: cold

Student: (Pause)

Master 1: It's getting cold.

Student: (Pause)

Master 2: cloudy

Student: (Pause)

Master 1: It's getting cloudy.

Student: (Pause)

Master 2: rainy

Student: (Pause)

Master 1: It's getting rainy.

Student: (Pause)

Master 2: windy

Student: (Pause)

Master 1: It's getting windy.

Student: (Pause)

Master 2: stormy

Student: (Pause)

Master 1: It's getting stormy.

Student: (Pause)

Master 2: warm

Student: (Pause)

Master 1: It's getting warm.

Student: (Pause)

Master 2: dark

Student: (Pause)

Master 1: It's getting dark.

Student: (Pause)

Master 2: hot

Student: (Pause)

Master 1: It's getting hot.

Student: (Pause)

Exercise: 3

Repeat these sentences substituting the word given at the end of each sentence. Listen to the example first:

Master 1: What do you do if you get tired?

Master 2: busy

Master 3: What do you do if you get busy?

Now begin the exercise. Repeat after the master's correct response:

Master 1: What do you do if you get busy?

Master 2: hungry

Student: (Pause)

Master 1: What do you do if you get hungry?

Student: (Pause)

Master 2: thirsty

Student: (Pause)

Master 1: What do you do if you get thirsty?

Student: (Pause)

Master 2: tired

Student: (Pause)



Master 1: What do you do if you get tired?

Student: (Pause)

Master 2: hot

Student: (Pause)

Master 1: What do you do if you get hot?

Student: (Pause)

Master 2: cold

Student: (Pause)

Master 1: What do you do if you get cold?

Student: (Pause)

Master 2: angry

Student: (Pause)

Master 1: What do you do if you get angry?

Student: (Pause)

Master 2: ill

Student: (Pause)

Master 1: What do you do if you get ill?

Student: (Pause)

Master 2: bad-tempered

Student: (Pause)

Master 1: What do you do if you get bad-tempered?

Student: (Pause)

Master 2: well

Student: (Pause)

Master 1: What do you do if you get well?

Student: (Pause)

Master 2: sleepy

Student: (Pause)

Master 1: What do you do if you get sleepy?

Student: (Pause)

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This is the end of tape No. (10)

Tape No. (11)

I. Identification: The Meanings of "Get"

"Get" in the Meaning of "Arrive"

"Get" in the Meaning of "Receive"

II. Instructions:

The dialogue of "Get" between Husni and Ali is to be recorded here.

The verb "Get" may be used in the meaning of "arrive" or /yaşil/ in Arabic. Listen to Ali and Husni again:

Ali: Well ... I think we'd better go to the petrol station that we passed ten minutes ago and get them to help us.

Husni: That's a good idea, but how will we get there? It's too far to walk. (recorded from the tape)

Listen to some more examples:

We got to the cinema on time.

Have you been getting to your classes on time?

Let's take a taxi and get there quickly.

When did you get home last night?

If **you** don't hurry, you'll get there late.

III. Body of Drill:

Exercise: 1

Repeat these sentences:

1. Master: Husni always gets to school on time.  
Student: (Pause)
2. Master: We'll get there at five.  
Student: (Pause)
3. Master: Take a plane and you won't get there late.  
Student: (Pause)
4. Master: Mohammed is very punctual. He gets to class on time.  
Student: (Pause)
5. Master: You can get anywhere quicker by air.  
Student: (Pause)

Exercise: 2

Repeat these sentences substituting the word given at the end of each sentence. Listen to the example first:

Master 1: The boys got to school on time.

Master 2: class

Master 3: The boys got to class on time.

Now begin the exercise. Repeat after the master's correct response.

Master 1: The boys got to classes on time.  
Master 2: the party  
Student: (Pause)  
Master 1: The boys got to the party on time.  
Student: (Pause)  
Master 2: the cinema  
Student: (Pause)  
Master 1: The boys got to the cinema on time.  
Student: (Pause)  
Master 2: the beach  
Student: (Pause)  
Master 1: The boys got to the beach on time.  
Student: (Pause)  
Master 2: the party  
Student: (Pause)  
Master 1: The boys got to the party on time.  
Student: (Pause)  
Master 2: the playground  
Student: (Pause)  
Master 1: The boys got to the playground on time.  
Student: (Pause)  
Master 2: the house  
Student: (Pause)  
Master 1: The boys got to the house on time.  
Student: (Pause)  
Master 2: the museum  
Student: (Pause)  
Master 1: The boys got to the museum on time.

Student: (Pause)  
Master 2: the airport  
Student: (Pause)  
Master 1: The boys got to the airport on time.  
Student: (Pause)  
Master 2: the village  
Student: (Pause)  
Master 1: The boys got to the village on time.  
Student: (Pause)  
Master 2: town  
Student: (Pause)  
Master 1: The boys got to town on time.  
Student: (Pause)

## II. Instructions:

The verb "Get" may be used in the meaning of "receive" or /ʔistalama/ or /yaḥṣal qala/ in Arabic.  
Listen to Husni again:

Husni: Yes, I get great pleasure in driving it.

Listen to some more examples of "Get" used in this meaning:

Zeki got a letter from his friend this morning.

As soon as I get some money, I'll buy a new suit.

Did you get the telegram?

He got punished for his bad behavior.

I'll leave as soon as I get my examination results.

III. Body of Drill:

Exercise: 1

Repeat these sentences:

1. Master: You'll get an answer quickly if you send a telegram.

Student: (Pause)

2. Master: I didn't get my mail to day.

Student: (Pause)

3. Master: You'll get a full mark on that answer.

Student: (Pause)

4. Master: You'll get a prize, if you solve that problem.

Student: (Pause)

5. Master: If Zeki doesn't get my note, he'll ask about me.

Student: (Pause)

Exercise: 2

Repeat these sentences substituting the word or words given at the end of each sentence. Listen to the example first.

Master 1: I'll tell you as soon as I get a letter.

Master 2: a telegram.

Master 3: I'll tell you as soon as I get a telegram.

Now begin the exercise. Repeat after the master's correct response:

Master 1: I'll tell you as soon as I get a telegram.

Master 2: an answer

Student: (Pause)

Master 1: I'll tell you as soon as I get an answer.

Student: (Pause)

Master 2: some money

Student: (Pause)

Master 1: I'll tell you as soon as I get some money.

Student: (Pause)

Master 2: a telephone call

Student: (Pause)

Master 1: I'll tell you as soon as I get a telephone call.

Student: (Pause)

Master 2: a letter

Student: (Pause)

Master 1: I'll tell you as soon as I get a letter.

Student: (Pause)

Master 2: my mail

Student: (Pause)

Master 1: I'll tell you as soon as I get my mail.

Student: (Pause)

Master 2: the prize

Student: (Pause)

Master 1: I'll tell you as soon as I get the prize.

Student: (Pause)

Master 2: my final grades

Student: (Pause)

Master 1: I'll tell you as soon as I get my final grades.

Student: (Pause)

Master 2: my examination papers

Student: (Pause)

Master 1: I'll tell you as soon as I get my examination papers.

Student: (Pause)

Master 2: the Principal's answer

Student: (Pause)

Master 1: I'll tell you as soon as I get the Principal's answer.

Student: (Pause)

Master 2: a telegram

Student: (Pause)

Master 1: I'll tell you as soon as I get a telegram.

Student: (Pause)

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This is the end of tape No. (11)

Tape No. (12)

I. Identification: The Meanings of "Get"

"Get" in Meaning of "Cause to Be"

"Get" Used Instead of "Be" in the  
Passive



II. Instructions:

The verb "Get" may be used in the meaning of "cause to be".

Listen to some examples:

1. I'll get my hair cut. (The barber will cut my hair).
2. I got my shoes shined. (The servant boy shined my shoes).
3. I got my clothes cleaned. (The laundry cleaned my clothes)
4. Husni got the tire of his car changed. (The worker at the petrol station changed the tire)
5. I got my watch mended. (The jeweller mended my watch)

III. Body of Drill:

Repeat these sentences:

1. Master: I must get this chapter typed.  
Student: (Pause)
2. Master: Husni got his car washed.  
Student: (Pause)
3. Master: Zeki got his composition corrected.  
Student: (Pause)
4. Master: I must get my bed sheets cleaned.  
Student: (Pause)
5. Master: We must get our clothes repaired.  
Student: (Pause)

Exercise: 2

Repeat these sentences substituting the words given at the end of each sentence. Listen to the example first:

Master 1: I must get my watch mended.

Master 2: shoes shined

Master 3: I must get my shoes shined.

Now begin the exercise. Repeat after the master's correct response:

Master 1: I must get my shoes shined.

Master 2: shirt cleaned.

Student: (Pause)

Master 1: I must get my shirt cleaned.

Student: (Pause)

Master 2: photograph taken

Student: (Pause)

Master 1: I must get my photograph taken.

Student: (Pause)

Master 1: hair cut

Student: (Pause)

Master 1: I must get my hair cut.

Student: (Pause)

Master 2: car washed

Student: (Pause)

Master 1: I must get my car washed.

Student: (Pause)

Master 2: letter typed  
Student: (Pause)  
Master 1: I must get my letter typed.  
Student: (Pause)  
Master 2: ticket cancelled  
Student: (Pause)  
Master 1: I must get my ticket cancelled.  
Student: (Pause)  
Master 2: socks mended  
Student: (Pause)  
Master 1: I must get my socks mended.  
Student: (Pause)  
Master 2: room cleaned  
Student: (Pause)  
Master 1: I must get my room cleaned.  
Student: (Pause)  
Master 2: radio fixed  
Student: (Pause)  
Master 1: I must get my radio fixed.  
Student: (Pause)  
Master 2: clothes ironed  
Student: (Pause)  
Master 1: I must get my clothes ironed.  
Student: (Pause)

II. Instructions:

The verb "Get" may be used in the passive instead of verb "To Be". Listen to these examples:

1. Hamid's knee got hurt in a football match. or  
Hamid's knee was hurt in a football match.
2. His father's arm got broken in an accident. or  
His father's arm was broken in an accident.
3. Insects get attracted by light at night. or  
Insects are attracted by light at night.
4. Zeki's brother got killed in the accident. or  
Zeki's brother was killed in the accident.

III. Body of Drill:

Exercise: 1

Repeat these sentences:

1. Master: Our holiday got extended to two weeks.  
Student: (Pause)
2. Master: Some students got punished for cheating.  
Student: (Pause)
3. Master: The deer got frightened and ran away.  
Student: (Pause)
4. Master: The broken table got repaired.  
Student: (Pause)

5. Master: He got beaten by the police.

Student: (Pause)

6. Master: His arm got broken in a fight.

Student: (Pause)

Exercise: 2

Repeat these sentences substituting the words given at the end of each sentences. Listen to the example first.

Master 1: The boys got frightened by the snake.

Master 2: hurt in the game.

Master 3: The boys got hurt in the game.

Now begin the exercise. Repeat after the master's correct response.

Master 1: The boys got hurt in the game.

Master 2: punished by the principal

Student: (Pause)

Master 1: The boys got punished by the principal.

Student: (Pause)

Master 2: beaten by the police

Student: (Pause)

Master 1: The boys got beaten by the police.

Student: (Pause)

Master 2: injured in the accident

Student: (Pause)

Master 1: The boys got injured in the accident.  
Student: (Pause)  
Master 2: rescued by the life guards  
Student: (Pause)  
Master 1: The boys got rescued by the life guards.  
Student: (Pause)  
Master 2: killed in the crash.  
Student: (Pause)  
Master 1: The boys got killed in the crash.  
Student: (Pause)  
Master 2: excited by the music  
Student: (Pause)  
Master 1: The boys got excited by the music.  
Student: (Pause)  
Master 2: picked up at the bus-stop  
Student: (Pause)  
Master 1: The boys got picked up at the bus-stop.  
Student: (Pause)

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This is the end of tape No. (12)

## APPENDIXES

The following appendixes are the lessons adapted for the language laboratory as they actually appear in Grammar and Idiom, by A. Johnson and G.C. Thornley.

### APPENDIX A

#### CHAPTER III

##### Section A

##### The Verb "To Do"

To do may be (a) an independent verb;  
or (b) an auxiliary verb.

#### EXERCISE

Say whether do is an independent verb or an auxiliary verb.

1. He does his work well.
2. I did not know what he had done.
3. I shall do my best for you, as you have done me a favour.
4. Some bad boys do not do what they are told to do.
5. Do not waste your time.

To do, an independent verb, means perform. It takes do as an auxiliary verb.

- (a) Do your corrections before beginning a new composition.
- (b) He did a wicked deed.
- (c) She is always ready to do a kindness to others.
- (d) Tom is doing very well at school.
- (e) Did you do your duty?

---

To do, an auxiliary verb, has several uses. It is used:

- (a) to ask questions      Do you wish to come?
- (b) to make negatives      No, I do not wish to come.  
                                 Do not waste your time.
- (c) to avoid repeating a verb      Tom likes me and John does too.  
                                 Tom ran away and so did I.
- (d) to express emphasis      Do come and help me.  
                                 I failed, but I did try.  
                                 He does annoy me.

In this case do, does and did are pronounced very strongly.

#### EXERCISES

1. Say what is the work of do in the following sentences:
  - (1) What are you doing?
  - (2) Behave properly as the others are doing.
  - (3) You do not take enough care. Do be more careful.



(4) Do you think that I do not know what you have done?

(5) I did not succeed, but I did do my best.

2. Make the following emphatic, using do:

(a) Be quiet!    (b) Please help me!    (c) Hurry!

(d) Stop asking questions!    (e) Try harder!

## APPENDIX B

### SECTION C

#### Subordinate Clauses

##### RELATIVE OR ADJECTIVAL CLAUSES

A Relative or Adjectival Clause goes with a noun to tell us something about it, just as an adjective does.

(a) A fat man walks slowly.

(b) A man who is fat walks slowly.

The clause who is fat takes the place of the adjective fat.

##### THE RELATIVE PRONOUNS

In the above example, the pronoun who stands near man, and so it means the man.

Who (subject) and whom (object) are used for persons, singular or plural.

Example. The boy whom you met is coming to tea.

Why is whom used here, and not who?

Whose is used for of whom.

Example. The man whose car was stolen is very angry.

Whose car means The man's car.

Which, subject or object, singular or plural, is used for things.

Example. This is the town in which I live.

That may be used for persons or things, but not after a preposition.

Example. This is the house that Jack built.

That must be used instead of which after (a) the word all.

Example. I gave him all the money that I had.

And after (b) a superlative (most, best, longest, etc.).

Example. It is the hottest day that I remember.

It is usually used in these cases for persons too, instead of who, whom.

When the relative pronoun is the object of the verb or preposition in its clause, it may often be omitted.

Examples. That is the man (whom) I saw yesterday.

This is the house (which) I live in.

I gave him all the money (that) I had.

### EXERCISES

1. Choose the correct relative pronoun.
  - (a) The police caught the thieves (whom, who) stole the car.
  - (b) The men (who, whom) the police caught had stolen the car.
  - (c) He is the tallest man (who, whom, that) I have ever seen.

(d) He has lost the pen (whom, which) he bought.

(e) All the trees (which, that) were in the garden  
have been cut down.

2. In which of these sentences can you omit the  
relative pronoun?

## APPENDIX C

### PART THREE

#### IDIOMS WITH COMMON VERBS

The common English verbs form a great number of idioms. No other language is like English in this respect. Here are some of the Idioms formed from get, take, do, go, make, set, tell, put, look, keep, run.

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#### SECTION A

##### THE MEANINGS OF "GET"

1. obtain      Go and get your books. This class will get a good result.
2. become      It is getting late. He is getting old.
3. receive      He got full marks. He got a heavy punishment.
4. arrive      We got there at five o'clock.
5. cause to  
    be            Take your shoes to the shop and get them mended. Get your hair cut.
6. (passive)    He got killed. He got injured in the accident.

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