

J. Millington Ward

THE NEW
INTERMEDIATE
ENGLISH
COURSE



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THE NEW INTERMEDIATE ENGLISH COURSE

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BOOK TWO



JOHN HILLINGTON WARD

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Pandora



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THE NEW INTERMEDIATE ENGLISH COURSE,
BOOK ONE

THE NEW INTERMEDIATE ENGLISH COURSE,
TEACHERS' BOOK ONE

THE NEW INTERMEDIATE ENGLISH COURSE,
TEACHERS' BOOK TWO

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LESSON ONE

THE INTERVIEW

(from "I'm All Right, Jack")

BY ALAN HACKNEY

Stanley Windrush is a young man who hopes to get a job in the Senior Branch of the Diplomatic Service. He arrives late for his interview with the Appointments Board at the Ministry of Foreign Affairs.

"Go in now, sir," said the messenger, and then followed him in to call loudly: "Mr. Windrush."

Stanley sank exhausted into the candidate's chair.

"Mr. Windrush?"

10 This must be the First Commissioner,¹ across the room at the farthest point from Stanley of a great horseshoe table. There were eight, or perhaps nine, including two women.

"Yes, sir, good morning," said Stanley, shifting on his chair. There was a little table in front of him, and a notice
15 propped up on it. It said, tersely,² "SPEAK UP."³

"I beg your pardon?" said the First Commissioner.

"Good morning, sir," said Stanley, a little too loudly, so that it echoed.

1. *i.e.* a senior official of the Foreign Ministry (who was the Chairman of this Appointments Board).

2. briefly; shortly.

3. *i.e.* "Speak loudly."

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“M’m, good morning,” said the Chairman, in an indifferent tone,¹ looking through his papers.

None of the Board looked at all enthusiastic at having been kept waiting. *looked indifferently*

“Now,” began the Chairman, and at the word all the interviewers bent forward to their duplicated files, for all the world as if² starting a game of housey-housey.³

“Full name Stanley Clive Oliver Windrush British by birth,” read the Chairman rapidly. “Father Charles Windrush occupation independent means⁴ and your mother is deceased.”⁵

30 “Yes, sir.”

All the Board looked up briefly as if to check that Stanley was still with them. Stanley wondered if “sir” would really do⁶ to include the women, and flashed the two of them a nervous smile. One of them nodded a little severely and the other did not react at all.

“You were at Spaniels School, I see,” the Chairman went on, “and then at Apocalypse College, Oxford.”

Stanley changed his position, trying to slither⁷ unobtrusively⁸ more upright.

40 “Then you went into the army and you did a Japanese course. Then you went back to Oxford and in due course finished your time there, and you got a Third in English.”⁹

Put like that it sounded much like aimless wandering. Stanley wondered if he could think of some remark to make it all sound more impressive. He couldn’t.

“Er-yes,” he said.

The Board all looked at him.

1. i.e. a tone which showed a lack of interest.

2. i.e. very much as if . . .

3. i.e. a game with numbers.

4. *occupation independent means*: i.e. “Your father does not work because he possesses independent means (i.e. private money).”

5. dead (*legal language*).

6. i.e. be suitable.

7. slide.

8. i.e. without being seen.

9. i.e. a third-class pass in the examination for a Degree in English.

curo cursory = glance through

THE INTERVIEW

"Can you tell us, Mr. Windrush, something of what you have been doing since then?"

50 "Yes," said Stanley, with a show of confidence, "I can. It hasn't been very long, of course, but I haven't been idle. I've been—at home, with my father, reading a good deal on the world situation."

"You've been reading up¹ on the world situation, Mr. Windrush," repeated the Chairman with faint distaste for the phrase. "The American Presidential Election looks interesting, doesn't it?"

"Oh, I do agree, it does," said Stanley.

60 "What strike you² as being some of its more interesting features, Mr. Windrush?"

"Well." Stanley paused as if to give this question weighty thought, but found it difficult to keep the pose.³

65 "Our situation here in relation to their situation there," he improvised. "That's very vital.⁴ We all know what a shortage of dollars means, don't we? If it results in a shortage of dollars it will be very serious for us."

"Mr. Windrush," said the Chairman, "perhaps if you were to explain⁵ how the Presidential Election might result in a dollar shortage . . .?"

70 "That's one of the difficult things to see in this situation," said Stanley. "The two don't seem at first sight to be connected, but . . ." But what? "Let me put it this way," he plunged on,⁶ "if this country is short of dollars we can't buy from America, and we must buy from somewhere else."

75 "And why couldn't we?"

"If we had to," said Stanley, "if we were faced with that, well . . . we could."

"Perhaps someone else would like to ask a question,"

1. *i.e.* studying.

2. *i.e.* "What have come to your particular notice or attention . . .?"

3. *Literally*: a position taken especially for a photograph or painting; *here*: a false attitude to give the suggestion of "weighty thought".

4. important.

5. *i.e.* "Would you be good enough to explain . . .?"

6. *i.e.* continued (desperately trying to say the right thing).

seriously = solemnly, seriously

said the Chairman restlessly, looking round. "Would you
80 like to start, Mr. H'm—m'm?"

A man somewhere to Stanley's left began to ask in a low tone: "Mr. Windrush, do you consider family ties¹ are more important than one's work, or do you think that one's work is more important in all circumstances?"

85 "Oh, yes," said Stanley. "Yes, I think one's work is jolly² important, especially if it's—important work. Much more important than one's family."

"Do you think, Mr. Windrush," put in³ one of the women, "that the decay⁴ in family life today is not important?"

90 "Oh, good gracious⁵ no!" cried Stanley. "I think family life is terribly important. I think everybody ought to have a family,⁶ for instance."

"Oh," said the woman, now a little huffy.⁷ "You know of course that women in the Foreign Office *must* be un-
95 married?"

There was a short silence, and then a man on the other side cleared his throat and said: "How would you assess your Japanese?⁸ Fluent?"⁹

"Oh—er—tolerably."¹⁰

100 "*Oto san wa ikaga de gozaimasu?*"¹¹

"*O kage san de tassha de gozaimasu.*"¹²

"Speak up," said the Chairman, curious to hear the peculiar fluting¹³ tones of this reply again.

"Sorry," said Stanley, and with musical emphasis re-
105 peated: "*O kage san de tassha de gozaimasu.*"

1. obligations.

2. very (*slang*).

3. said (unexpectedly).

4. gradual weakening.

5. *i.e.* "good heavens!", etc.

6. *i.e.* (*here*): ought to have children.

7. offended, annoyed.

8. *i.e.* "How good is your Japanese?"

9. *i.e.* "Can you speak it well, correctly, and without any hesitation?"

10. fairly well.

11. *i.e.* "How is your father?"

12. *i.e.* "He is very well, thank you."

13. *i.e.* of a flute (a musical instrument).

THE INTERVIEW

"Thank you, Mr. Windrush," said the Chairman. "That will be all."

As soon as he had left there was a deep silence. The Chairman shook his head, expelling his breath.

110 "I must point out we're terribly short of Japanese specialists," said the man who had asked the last question.

The Chairman gave a very deep sigh.

"We-e-ell . . ." he said at last, in profound¹ distaste.²

EXERCISES

1. Make sentences freely with these words from the story:

| | | | | |
|-----------|--------------|------------|--------|----------|
| interview | echo | react | vital | fluent |
| candidate | enthusiastic | impressive | family | profound |
| shift | independent | pose | decay | distaste |

2. Explain the meaning of the following:

- at the farthest point from Stanley (line 10).
- I beg your pardon (line 16).
- in an indifferent tone (line 19).
- aimless wandering (line 43).
- with a show of confidence (line 50).
- at first sight (line 71).
- Let me put it in this way (line 72).
- if we were faced with that (line 76).
- cleared his throat (line 97).
- expelling his breath (line 109).

3. Can you find the "Type A" and "Type B" adverb-particles in the story?

(As you will remember from Book One³, "Type A" adverb-particles are those which change the meanings, completely or only slightly, of the verbs with which they are used. "Type B" particles are those which give a more "complete" or more emphatic sense to their sentences—but which could be omitted without changing the meanings of the sentences.)

In this story there are 10 adverb-particles of "Type A", and 1 of "Type B".

4. Make sentences with the opposites of these words from the story:

| | | | | | | |
|--------|---------|-----------|---------|------------|---------|-------|
| follow | precede | including | forward | purposeful | aimless | vital |
|--------|---------|-----------|---------|------------|---------|-------|

1. deep.

2. disgust; dislike.

3. Page 29.

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| | | | | |
|----------|-------------|---------------------------|--------------|----------|
| loudly | independent | deceased ^{alive} | unimpressive | shortage |
| farthest | indifferent | nervous | idle | peculiar |

5. Dictation.

6. Answer these questions as fully as you can:

- a. What *sort* of job do you think Stanley Windrush was hoping to get in the Senior Branch of the Foreign Service?
- b. Why did the messenger follow him into the interview room?
- c. Why do you think Stanley was exhausted as he sank into the candidate's chair?
- d. Why do you think there was a notice in front of him, saying "SPEAK UP"?
- e. Why did the First Commissioner say, "I beg your pardon?"?
- f. None of the Board looked at all enthusiastic when Stanley went into the room. Why?
- g. The Chairman read Stanley's details very rapidly (lines 26 to 29). Why do you think he read them so rapidly?
- h. Why was Stanley doubtful about his use of the word "sir"?
- i. Why did Stanley find it difficult to keep the pose of weighty thought when the Chairman asked him about the American Presidential Election?
- j. Why do you think the next speaker asked Stanley about the relative importance of family ties and work?
- k. Why, a moment or so later, was one of the women a little huffy?
- l. Why did another man begin to speak to Stanley in Japanese?
- m. Why did the Chairman shake his head and expel his breath when Stanley left the room?
- n. The man who had spoken to Stanley in Japanese pointed out that they were terribly short of Japanese specialists. Why did he do this?
- o. The Chairman then gave a very deep sigh. Why?

TWO POINTS OF GRAMMAR

1. QUESTION FORMS AND CONSTRUCTIONS (PART TWO)

As we saw in Book One, there are four *basic* forms that ask for the answer "Yes" or "No" (or, of course, "I don't know"):

- i e. "Is his name Windrush?" (*the "General" Question*)
 "His name is Windrush, isn't it?" (*the "Yes-Expectation" Question*)

THE INTERVIEW

“His name isn’t Windrush, is it?” (*the “No-Expectation” Question*)

“Isn’t his name Windrush?” (*the “Surprise” Question*)

In conversation, a “General” Question is often made without the subject and verb;

e.g. “Hungry?” (*instead of the full form: “Are you hungry?”*)
and in line 8 of the story:

“Mr. Windrush?” (*instead of “Are you Mr. Windrush?”*)

A “Yes-Expectation” Question is often made in the form of an affirmative statement with a question-intonation in the voice:

e.g. “You know of course that women in the Foreign Office *must* be unmarried?” (line 93)

And, similarly, a “No-Expectation” Question is often made in the form of a negative statement with a question-intonation in the voice;

e.g. “Lunch isn’t ready yet? Oh dear! I’m awfully hungry.”

“That noise surely won’t go on *all* through the night?”

Let us now look at a completely different form:

QUESTIONS THAT ASK FOR INFORMATION

Unlike the questions that ask for “Yes” or “No” answers, *these must always begin with an interrogative word or interrogative phrase:*

e.g. “*Who* is that man over there?”

“*Which* of these hats suits me best?”

“*When* did you last go there?”

“*How* are you?”

“*How many times a day* do you have to take that medicine?”

“*At what time of the year* is it best to plant roses?”

Five important things must be remembered about this type of question:

(a) *Who, Whom, Whose, etc.* always ask for information about a person’s name or identity;

e.g. “*Who* are you?” (“*I am Stanley Windrush.*”)

“*Whose car* is that?” } (“*It’s Toby Blake’s, I*

“*Whose* is that car?” } *think.*”)

“*Whom* did you go with?” (“*With Mary and her brother.*”)

(b) When *What* is used for a person, it always asks about his or her work;

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- e.g. "*What* is Toby Blake?" ("*He's an architect.*")
"*What* is Stanley Windrush?" ("*Nothing yet, but he's hoping to get a job in the Foreign Office.*")
- (c) *Which* always asks for a person or thing to be pointed out;
e.g. "*Which* of these people is Toby Blake?" ("*The tall man standing by the window.*")
"*Which* of these hats suits me best?" ("*The white one, I think.*")
- (d) In conversation, a preposition with *Whom* or *Which* or *Where* is better at the end of the question than at the beginning;
e.g. "*Whom* did you go there *with*?"
(i.e. "*With whom* did you go there?" is correct but not nearly so usual in conversation.)
"*Which* cinema shall we go *to*?"
"*Where* did you get that *from*?"
- (e) If the interrogative word is *not* the subject of the question, the *Inversion Construction* must always be used in questions that ask for information;
e.g. "*Whom* *did* you talk to most at the party?"
"*When* *did* you arrive home?"
"*How* *would* you assess your Japanese?"
"*What* time *did* the train arrive this morning?"
"*Why* *have* you put your shoes on this chair?"
"*Where* *are* they going for their holidays?"
(i.e. the *Inversion Construction* is necessary in every one of these questions because none of the interrogative words is the subject of the question.)

However, when the interrogative word *is* the subject of the question, the *Inversion Construction* is *not* used;

- e.g. "*Who* holds the world's record for the high jump?"
"*What* caused the accident?"
"*Which* party has won the election?"
"*What* strike you as being some of its more interesting features, Mr. Windrush?" (line 59)

PRACTICE EXERCISE 1

Make *Information Questions* to which the following sentences could be the answers. The words in *italics* show the information that is required.

- e.g. Answer: "*William* went there last Thursday."
Question: "*Who* went there last Thursday?"

THE INTERVIEW

Answer: "William went there *last Thursday*."

Question: "*When* did William go there?"

- | | |
|---|--|
| 1. This is <i>my brother</i> . | 11. She laughed <i>because it was so funny</i> . |
| 2. He is <i>a doctor</i> . | 12. She <i>laughed</i> . |
| 3. He lives <i>in London</i> . | 13. I go there <i>twice a week</i> . |
| 4. <i>The bus</i> arrived at five o'clock. | 14. I go there <i>twice a week</i> . (Careful!) |
| 5. The bus arrived <i>at five o'clock</i> . | 15. It's done <i>like this</i> . |
| 6. She is going to meet <i>Peter</i> . | 16. He had been reading up on <i>the world situation</i> . |
| 7. This is <i>Jim Pearson's</i> house. | 17. She's <i>rather ill</i> . |
| 8. I'll wear <i>these black shoes</i> . | 18. I gave it to <i>William</i> . |
| 9. He graduated <i>in 1960</i> . | 19. Butter comes from <i>milk</i> . |
| 10. <i>A cigarette-end</i> caused the fire. | 20. This wine came from <i>France</i> . |

2. REPORTED (INDIRECT) SPEECH (PART ONE)

Basically, this is not at all difficult. You all know by now that when we put a sentence of Direct Speech into Reported (or Indirect) Speech, a present tense *usually* becomes a past tense, a past tense becomes a past perfect, a word such as *here* becomes *there*, *today* becomes *that day*, and so on;

e.g. Richard said: "It's a bit cold today. I'm going to wear a pullover."

becomes: Richard said (that) it *was* a bit cold *that day*. He *was going* to wear a pullover.

and: Mary said: "I once spent a summer here in this village."

becomes: Mary said (that) she *had once spent* a summer *there in that village*.

However, this is not always so. These "usual" changes are not always made.

Suppose, for example, that we want to report Richard's statement *on the same day as he made it* . . . We shall not change either the tenses or the word *today*. We shall say:

Richard said (or says) that it's a bit cold *today*. He's *going* to wear a pullover.

And if we are *in the village where Mary once spent a summer*, we shall say:

Mary said (or says) that she once *spent* a summer *here in this village*.

The same principle of logic applies to all the cases in which changes must usually be made. Let us have another example:

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Peter said: "I shall go to Paris before the end of this month."

If we report his statement *before the end of the month*, neither the tense nor *this month* will be changed. We shall say:

Peter said that he *will go* to Paris before the end of *this month*.

If, on the other hand, we report his statement *during the following month*, the future tense will change to the conditional, and *this month* will change to *last month*:

Peter said that he *would go* to Paris before the end of *last month*.

And if we report it several months later, *this month* will change to *that month*:

Peter said that he *would go* to Paris before the end of *that month*.

Logic, therefore, is more important than rules in making the "usual" changes.

There are a number of other rules, however, which are important. Speech falls into four categories:

1. **Statements:** e.g. "That's one of the difficult things to see in this situation," said Stanley. (line 70)
2. **Questions:** e.g. "A man said: How would you assess your Japanese? Fluent?" (line 97)
3. **Commands, Requests, etc.:** e.g. It said, tersely: "SPEAK UP." (line 15)
"Go in now, sir," said the messenger. (line 6)
4. **Exclamations:** e.g. "Oh, good gracious, no!" cried Stanley. (line 90)
"We-e-ell . . ." he said at last, in profound distaste. (line 113)

Do you notice that the verb *said* is used with five of these six examples? It could also have been used, just as correctly, with the other one; i.e. "*Oh, good gracious, no!*" **said Stanley.**

The verb *to say* is the commonest of all the verbs that are used with Direct Speech—never mind whether the speech is a statement or a question or a command or an exclamation. *But it cannot always be used with Reported Speech.*

Let us now examine each category separately.