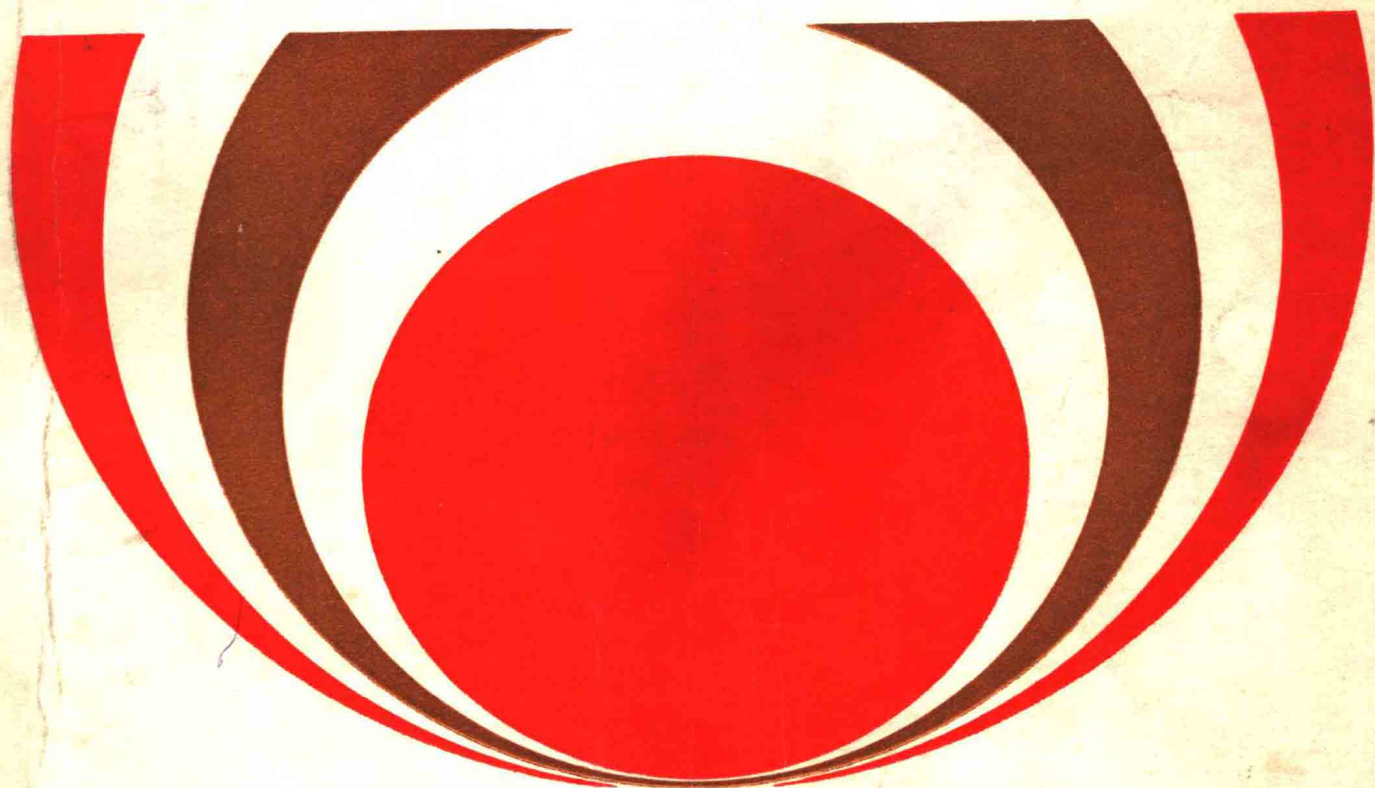


# **KERNEL LESSONS INTERMEDIATE TEACHER'S BOOK**

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*Robert O'Neill, Roy Kingsbury, Tony Yeadon.*  
*June 1970.*

# Foreword

This book represents a further step in our efforts to provide the language-teacher with modern techniques and materials in areas not yet fully covered. Our first four publications were concerned with teaching method and were intended for the teacher. The fifth, *English in Situations*, was course material for the use of both teacher and student.

*Kernel Lessons Intermediate* is a new development in that it makes a clear-cut division between teacher and student material and contains a full programme of separate materials for the student. This programme, specially designed for the 'faux débutant' or post-elementary student, consists of written material (exercises and informational texts), pictures and tapes.

In the introduction to the Teacher's Book a description is given of how this material can be put to the best use. Both the techniques here described and the course-material itself were continuously utilised and revised in the English Eurocentres for over 2 years before publication.

We believe that with this book we are meeting a real need and that through it teachers and students at this particular level will find more interest and satisfaction in language-teaching and learning.

Erh. J. C. Waespi  
*Director of the Foundation for  
European Language and  
Educational Centres.*

The Eurocentres are a group of language schools directed by the Foundation for European Language and Educational Centres, Zürich. The schools offer full-time courses for adult students all the year round, and each language is taught in the country where it is spoken.

## Introduction *Very important*

Introductions like this are frequently written but seldom read. Please regard this book as no more than a tool and this introduction as no more and no less than the instructions you get whenever you buy a new tool. This general introduction contains the absolute minimum of essential information. The rest of the introduction gives precise suggestions about how to use the book.

1. This is the Teacher's Book and it contains all the material in the Students' Book as well as special teacher's material.
2. The book has 25 units. There are six pages in each unit in the Students' Book. Your book has ten pages in each unit.
3. Except for the very first two pages of each unit, there is always one teacher's page for each student's page. On the teacher's page the unit is always given in a black box whereas in the Students' Book the unit number is always given in a white box. This happens on every page.
4. The teacher's material is on one page; the students' material is on the opposite page.
5. The first two pages of each unit in your book are almost exactly what the student sees in his. The difference is only that the pictures on the very first page have been reduced in size. What the student does not have on his page are the main teaching points and extra points and activities directly under the pictures.
6. These first two pages are called the Presentation Pages. In the first presentation the student will look only at the pictures on the left hand page and will cover the right hand page with a special mask we have provided. This right hand page contains the texts that explain each picture or situation on the left hand page.
7. The Students' Book has five main components:
  - (a) Presentation material (2 pages)
  - (b) Formation and Manipulation (1 page)
  - (c) Episode (1 page)
  - (d) Further Practice (1 page)
  - (e) Summary and Exercises for Homework (1 page)

See page ix–xii of this introduction for a further description. The purpose of each page is explained to the student in his book (see page xviii–xix).

8. The Presentation situations, the Episode, and the Conversation on the Further Practice page have been recorded. The teacher can use either the tape or the printed page or both. The recording of the Episode never deviates from the text but it does use sound effects and other elements which add to the dramatic value of the text.
9. The Students' Book also has an introduction. We strongly recommend that you should go through this introduction with the class. At first at the beginning of the term, you can summarise the introduction in the language of the class if that class is monolingual. Later, either in the middle or at the end of the term, it might be very useful to go through the introduction again. If the class is not monolingual ask them to read it at home with the use of a dictionary if necessary. The introduction should not be too difficult however to be read entirely in English by the class.
10. Please look at the following pages of the introduction now to see how the material can best be used.

## *To the Teacher*

1. *Who is the course for?*

It is for these two types.

(a) Intermediate students who are fresh from an intensive beginners' course.

(b) What the French call 'faux débutants'.

Students who belong to the second category have studied English before and probably have been spoiled by it. They have not mastered what was

presented to them, frequently because it was not presented to them correctly. They may have been hurried through a series of exercises on various things which gave them no real control of them at all. They may have been taught a few rules but were never given enough practice to master what the rules describe. They are a very special problem. We suspect that this type is far more common than many teachers realise. We also suspect that they are far more common in the world today than real beginners.

Both types of intermediate student have certain common problems. They both need practice in certain very basic things, but no teacher can afford simply to treat them like beginners who have failed. They have to be motivated either to revise or to learn properly some of the fundamentals of English. This means that when these fundamentals are reintroduced, the contexts and vocabulary must be challenging and different from what would be used with beginners. The material used for them must also contain a certain amount of 'Problem-Setting.' 'Problem-Setting' does not mean one sets deliberate traps for them to fall into. This is emphatically not what is meant. 'Problem-Setting' means simply that students should be given natural situations in which they have to use a pattern quickly and without prior warning.

2. *Upon what principles was the course designed?*

These were our design-criteria:

- (i) The material must make possible the maximum amount of oral participation from the class.
- (ii) Teachers must be able to adapt it to their teaching-styles rather than have to adapt their teaching-styles to it. The only provision is that teachers using this course must be willing to engage in active oral teaching and try to engage the class in as much response as possible.
- (iii) Some of the material must be inessential. That is: teachers can use it if they wish, or use their own material instead.
- (iv) The material must be written with its use in class firmly in mind. The writers must ask themselves whether the material is to

be used (a) by the teacher with class (b) by the student alone, or (c) by the teacher with the class and then by the student alone.

An illustration of why this is necessary is the substitution table. Substitution Tables are often difficult to use in class because there seems really very little for the teacher to do except tell the class to look at the table. Substitution tables are really designed to be used individually by students alone, who generate sentences by combining all the elements in the table. In other words, substitution tables are meant to be used at home, and so have their rightful place in that part of the book which is supposed simply to be looked at and worked with at home. The teacher needs something else. This something else is provided here by substitution drills, so designed that the teacher can fire individual prompts at individual students. Precisely what is meant here can be seen by looking at the formation and manipulation page of any unit. What is meant for teacher and class use appears on the right-hand page. Student use material is on the left. Compare the two types of material.

- (v) The material must allow for very intensive and less intensive kinds of learning. Students need a rest from intensive phases of activity, but even in the less intensive phases, their attention and interest still have to be engaged.
- (vi) The materials must make it possible for the teacher to phase lessons. That is, lessons or sessions must be phased to allow for different kinds of activity. We are not thinking now only of active and less active phases, but of complete changes in the nature of activity and the combination of physical-senses used. 'A change is as good as a rest' has been quoted before as a good maxim for language-teachers.

## Detailed description with suggested mode of use for each component –



### PRESENTATION PAGES

#### *Physical Description*

Always the first two pages of each unit in both Teacher's and Students' Books. Left-hand page has pictures which depict texts of situations on right-hand page. There are always between four to six situations and accompanying pictures in each unit.

Example: See Unit 1, part a, pages 2 and 3.

#### *Mode of Use*

The teacher presents each situation orally. The class looks only at pictures in this phase. They cover right-hand page with mask provided in their book. Thus, their attention is directed solely to the picture and the teacher's oral presentation. No interference from written text or tendency to 'read ahead of teacher'.

After oral presentation and intensive question and answer work, the teacher can give his class a short break by telling them to uncover right-hand page, read texts and ask any questions about things not understood. Stress to class that they will have chance to ask such questions but should not worry during oral presentation about occasional word they have not understood. First, they should try and get idea of complete situation. They can worry about details later.

In oral presentation, the teacher should use questions printed in book as stage *after* 'Closed Question Practice'. The teacher first asks a number of lower memory-load questions. For example, in presenting situation 1, Unit 1, the teacher might ask first questions like these:

Does Julia Frost work in a factory?

Does she usually get there on time?

Is she late or early this morning?

Does the manager know she often comes late?

This is a less complicated type of question than those printed with the situation. Such questions help establish all the details of the situation if asked before questions in book. Another device is the 'Correct these statements' technique. The teacher

says something that is grammatically but not factually correct about the situation, like this (again, about situation 1, Unit 1):

Julia Frost works in a small office

(Class: No, she works in a large office)

She never gets there late

(Class: No, she often gets there late)

Observe that on the left-hand page, next to each picture, there are a number of 'prompts'. These suggest questions that the class can ask in 'paired practice'. After the teacher has made sure that the class has grasped the pattern and its use, and can handle questions with it, he can ask the class to pair off into groups of two or three and ask and answer the questions suggested by those prompts. If you do this, tell the class to talk quietly and not to shout. Then move among them, listening to their work. This should come at the *end* of the intensive question and answer phase, that is, after you have asked closed questions and gone on to those in the book.

#### *Rationale and Aim*

To give students a clear idea of one main type of situation in which to use the pattern. In other words, an idea of when to use the pattern in this meaning. To do this in such a way that the student can form his own conclusions inductively. The teacher may or may not decide to offer a verbal rule. However, whether or not rules are used, they are not enough in themselves. The teacher must also have some safeguard against mere verbal learning; students often learn only the words of the rule and nothing else.

#### *Level of Activity*

Very intensive throughout, except for brief pauses.



### FORMATION AND MANIPULATION

#### *Physical Description*

Always on the second page of each unit. In the teacher's book, of course, two pages.

Consists of special comments on stress and

pronunciation, and above all, material that points out basic features of the construction of each pattern, such as substitution tables and 'generative matrixes'.

#### *Mode of Use*

The material on the students' page is designed to be looked at and worked from. The generative matrixes will help the class to make their own examples. The substitution tables will give them more fluency practice. This page can often be started in class and finished at home. The teacher may find it useful to create short pauses with this material after intensive oral work. Simply direct the class to look at the page or some item on it for a minute. Then ask questions. With unit 1, questions and exercises might be:

Make these sentences into questions now!

1. He works in a factory.
2. Julia lives in a large house. etc.

Often, such exercises are written out on the page. When this is so, use them orally. After the class has seen them, ask them to turn the book face down and go through the exercises quickly, and orally.

There is also special fluency practice material on the teacher's page. A glance at unit 1 will demonstrate this. This is optional, to be used at the discretion of the teacher. Much of the material here will suggest or adapt itself to language-laboratory work.

#### *Rationale and Aim*

After the class has seen the pattern under study in the context of the presentation situations, they also need a chance to focus attention on particular features of the pattern. This is a more analytical phase than the previous one. It can also be, as already mentioned, a break and a variation from the first phase. Above all, this material helps students to make analogies and comparisons, and to note particular points.

#### *Level of Activity*

Less intensive than the presentation pages.



## THE EPISODE

#### *Physical Description*

Again, one leaf. Always third part of each unit. Each Student Page an episode. Together, all the episodes form a continuous story. The Teacher Page consists of suggested explanations, questions and answers, suggestions for further exercises and activities.

#### *Use and Rationale*

The vocabulary load here is much heavier than in the situations in the presentation phase. This is deliberate. First, the vocabulary is often taught for recognition rather than for production, i.e. the class is not expected to make full and automatic use of it. We believe that before truly active knowledge can be gained, the student must often be exposed to its elements repeatedly and over a certain period of time. In the presentation we make use, to a certain extent, of the students' previous passive knowledge; in the episode we replace some of this passive knowledge now activated.

The episodes have all been recorded. The recorded version rarely lasts more than four minutes and frequently less. The teacher can use either this version or the printed page. He may choose to use both. The recorder, if used, should always have a pause control, so that at any point the teacher can stop and ask questions.

The teacher should often encourage students to do two things whenever unfamiliar vocabulary occurs. These two things are:

- (i) to guess at the meaning by examining the context
- (ii) to ignore words if they do not appear to be essential.

In real life, students will often have to deal with English they have not yet learned. They will often have no chance to consult a dictionary. When watching television or listening to directions given in the street, for instance, you cannot look up words without losing the thread of what is being said.

The episode should provide some *controlled*

practice in coping without a dictionary. The two techniques already mentioned are essential if the student is not to confine his reading to simplified texts all the time. Above all, students should learn not to become anxious or focus their attention on the wrong things when they hear unfamiliar vocabulary. To focus on the wrong thing means, in this case, to focus on what is unfamiliar rather than all the other clues to the meaning found in what is familiar. Students tend to do the first rather than the second.

### *Aims*

Although various kinds of intensive study can result from this material, and have even been indicated in the teacher's page, this phase is designed generally to lower intensity without lowering attentiveness and (we hope) interest-level as well. The class can and should participate actively, but that participation is not always as demanding as elsewhere.



## FURTHER PRACTICE

### *Physical Description*

Again, one leaf. Consists of various kinds of exercise, of which all, a part, or none may be used. The exercises are:

- (i) Practice Situations
- (ii) Invention Exercises
- (iii) Transformation Exercises
- (iv) Conversations
- (v) Very short reading passages

The first two are new in type.

*Practice Situations* do not call for transformation of the structure or a filling in of the blank. They consist of usually no more than two sentences which describe a situation. The situation calls for the use of a particular pattern.

*Invention Exercises* are simply single-word prompts that suggest whole sentences. They force the student to supply all the lexical content of his response himself. For instance, if the pattern

under study is:

'Tom was reading a paper when I saw him',  
the word *lunch* produces 'Tom was eating  
lunch when I saw him.'

### *Use, Rationale and Aims*

The Conversations need a special note. Their purpose is to introduce socially useful phrases like 'Don't mention it' and 'I wonder if I could . . .?', and also to show the pattern under study in further, conventional contexts.

The tape-recorder, although not essential, is particularly valuable here. The teacher should ask the class to listen to, and *not* to look at the conversation first. This is why the conversations have all been recorded.

The teacher can play the conversations several times. We strongly recommend that the class should get practice in listening to this material without the aid of the text. Intonation patterns and other things, all described on the teacher's page, can be practised.

The material, after it has been thoroughly practised, should then be read by the class. Any reading aloud by the class should come only after the class has had a good chance to listen to and practise pronunciation and intonation. As a relaxation, the class can often be asked to play the parts in the conversation themselves.

The Reading Passages, which are scattered throughout the book, are designed to introduce students to the sort of English encountered in newspapers, instructions, etc.



## THE SUMMARY

### *Physical Description*

Always one leaf. Summary and additional exercises.

### *Use, Rationale and Aims*

The summary simply states what the student has already learned. It gives a verbal rounding-off to



# The Tests

the knowledge the student should have gained. It can be ignored by the teacher, or read in class briefly.

The additional Exercises provide conventional forms of homework exercise with the main structure taught in the Unit.

Special composition material has also been included. At first, it is usually 'guided' or 'controlled' material, and the purpose and reasons for using this sort of material should be explained to the class carefully. The teacher may refer the class to the notes in the Students' Book about this.

Later, the composition material becomes much freer. Throughout the book, this material will lend itself to very useful work by the student, involving him in the writing of letters, telling short stories, writing similar situations to those on the presentation page, news items, etc.

The tests which have been constructed to accompany this book are intended to help the teacher answer the important questions about his students. The questions are:

- (i) How ready are my students to begin learning from this particular course book? Or, put another way: how much of the prerequisite knowledge necessary to use the book have my students got, and how much do they need to revise before they start using the book?
- (ii) How much have my students learnt after 5, 10, 15, 20 or 25 Units?
- (iii) How much have my students learnt now that they have finished the course, i.e. now that they have finished the book?

To help the teacher answer these questions, we have constructed a series of tests which consists of an Entry Test, five Progress Tests, and an Exit Test.

*The Entry Test*, of which there is a copy on the next few pages, is a 50-item multiple choice Test, designed to be administered in 25 minutes. It tests students' knowledge of a number of grammatical patterns and structures which are taught in the majority of beginners' courses and which are assumed known at the beginning of this book. This Test can be used not only to give an indication of the students' proficiency on entering the course, but also diagnostically. This means that a teacher can quickly see which points the class ought to revise before they start to use the book.

*The Progress Tests* are designed as formal achievement test to be administered to a class at the end of each group of five Units. Each Test is specifically designed to test students' knowledge of the preceding five Units, and each uses a variety of testing techniques to achieve this aim. Multiple choice is only one of the techniques employed: other techniques mirror some of the types of exercises which the student will have become used to whilst learning from the book. In the main, the Progress Tests are production tests, in which answers must be written, and not simply indicated with a cross or a tick, as is the case with the Entry Test. We are certain that most teachers will also use these Progress Tests diagnostically, revising,

# Entry Test

reviewing or if necessary re-teaching those particular points which students do not seem to have mastered.

*The Exit Test* is an achievement test based on the whole of the book. Naturally it cannot hope to test *everything* which the book sets out to teach—even the Progress Tests do not test *everything*. But it does test a large sample of the English which the students should have acquired while learning from the book. As with the Entry Test, we have given a suggested grading scheme which the teacher can use when assessing students' individual achievement on the whole course.

*The Tests.* A copy of the Entry Test, together with relevant information regarding the assumed knowledge of students about to use the course, and a copy of the Marking Key follows on the next few pages, and is provided for the teacher's information. It does *not* appear in the Students' book. The full series of tests, comprising the Entry Test, five Progress Tests, and the Exit Test, is available as a separate publication. There is also an accompanying Teacher's Book which contains the Keys to all the tests, together with other relevant information. Full details of both may be obtained from Longman Group Ltd., Longman House, Burnt Mill, Harlow, Essex.

The Entry Test, of which there is a copy in the next few pages and about which there is more information in the separate Test Book publication, is designed to measure students' control of those structures in English which are taken as pre-requisites for study from this book. If a student is going to gain the maximum use and benefit from the book, we assume that he or she has an active knowledge of certain basic structures in the language, together with a passive or recognition knowledge of other structures. Some of the latter will in fact be activated in the book. The Entry Test tests at least recognition of some of the following:

- (i) *this / that / these / those— the / a / an*
- (ii) personal pronouns—*I / me / my / mine* etc.
- (iii) *there is / it is*
- (iv) the verbs *be* and *have* in the Present, all persons, statements, questions and negatives
- (v) use of the Simple Present in statements, questions and negatives; and with frequency adverbs such as *often / never / always* etc.
- (vi) use of Present Continuous in statements, questions and negatives
- (vii) *want to do* and *want someone to do*
- (viii) partative use of *of*, as in 'a piece of cheese'
- (ix) concepts of Mass and Unit with *much / many / a lot of / a few / a little*
- (x) use of future *going to do* in statements, questions and negatives
- (xi) prepositions of (a) place—*in / at / on* etc.  
(b) time—*at 6 / on Friday / in 1963*  
(c) movement—*over / across / under / into* etc.  
(d) with certain verbs, e.g. *listen to*
- (xii) Past tense (+ past pointer words *yesterday, last week*, etc.) with *be (was / were) have (had)* and other regular and irregular verbs in statements, questions and negatives
- (xiii) question words *Who / Where / What / Why When / How*; and the distinction between *why* and *because*
- (xiv) adjectives; comparisons with *older than, more beautiful than* and *as old as*; superlatives—*biggest* and *most important*
- (xv) adverbs with *-ly* or *-illy*—e.g. *carefully*

- (xvi) *give / take someone something*  
 (xvii) *can / should / ought to / have to* in statements, questions and negatives

It should be stressed that the Entry Test cannot possibly test each of the items in the list above; it only samples knowledge of those items listed.

The Test is completely objective, consists of 50 multiple choice (A, B, C) items, and can be administered within 30 minutes. The time given to the students for actually doing the test is 25 minutes and this should be strictly adhered to. The marking of the test for a group of, let us say, 18 students should not take much longer than 10 minutes, although the interpretation of the results and decisions upon what action to take with the group or with individuals will naturally vary according to the situation. Although the main purpose of the test is to show how ready students are to begin working from the book, it can also be used as a diagnostic instrument. Fuller information about this and about scoring and grading are given in the Teacher's Book to accompany the Kernel Lessons Test Book. Here, we have only given the Marking Key, (see below).

We sincerely hope that this Entry Test will help teachers in all situations to see whether the students they are teaching or are about to teach are really ready to use the book, or if they are not, what revision needs to be done before turning to Unit 1.

#### ENTRY TEST MARKING KEY

|                  |                  |                  |
|------------------|------------------|------------------|
| <b>S.1</b> 1. A  | <b>S.4</b> 16. B | <b>S.6</b> 36. C |
| 2. B             | 17. C            | 37. A            |
| 3. C             | 18. A            | 38. A            |
| 4. B             | 19. C            | 39. B            |
| 5. C             | 20. A            | 40. A            |
|                  | 21. C            |                  |
|                  | 22. B            |                  |
| <b>S.2</b> 6. B  | 23. C            | <b>S.7</b> 41. B |
| 7. B             | 24. C            | 42. C            |
| 8. C             | 25. A            | 43. B            |
| 9. A             |                  | 44. C            |
| 10. B            |                  | 45. C            |
|                  | <b>S.5</b> 26. B |                  |
|                  | 27. A            |                  |
| <b>S.3</b> 11. C | 28. A            | <b>S.8</b> 46. C |
| 12. C            | 29. B            | 47. A            |
| 13. C            | 30. C            | 48. A            |
| 14. A            | 31. B            | 49. A            |
| 15. B            | 32. A            | 50. B            |
|                  | 33. C            |                  |
|                  | 34. C            |                  |
|                  | 35. B            |                  |

# Entry Test

## KERNEL LESSONS INTERMEDIATE

### ENTRY TEST

Time: 25 minutes

To the student

DO NOT BEGIN UNTIL YOU ARE TOLD TO DO SO.

This test will help you to see how ready you are to begin learning English from this book, and what you should perhaps revise before you start Unit 1.

The test consists of 8 Sections, 50 items altogether.

Read each of the items carefully and work as quickly as possible. Do not guess.

If you do not know the answer to one item, go on to the next. You only have 25 minutes to complete the test. There is only one correct answer to each item.

Examples are given to show you how to answer the questions.

DO NOT WRITE ANYTHING IN THIS BOOKLET. Write all your answers on a separate sheet of paper which your teacher will give you.

*Instructions:* Choose the word or phrase (A, B or C) which is correct in the sentence.

EXAMPLE I: 52 { A. am  
B. is  
C. are } tired today.

Only 'A' is correct, so you write 52A on your answer sheet.

EXAMPLE II: 78 When you want fruit you go to { A. the chemist's  
B. the butcher's  
C. the greengrocer's }

Only 'C' is correct, so you write 78C on your answer sheet.

#### Section 1

1. { A. These  
B. This  
C. That } oranges are very good.

2. Are { A. that  
B. those  
C. there } people very nice?

3. { A. It has  
B. It is  
C. There is } a dog in the garden.

4. What's that? { A. They  
B. It  
C. There } is my new car.

5. { A. Their  
B. They're  
C. There } is a good film at the Odeon.

#### Section 2

6. I { A. has  
B. have  
C. had } to go to town tomorrow.

7. You ought { A. stay  
B. to stay  
C. staying } at home.

8. He { A. knows  
B. knows to  
C. can } speak English.

9. He should { A. write  
B. to write  
C. writing } a letter.

10. Do you want { A. see  
B. to see  
C. seeing } the film?

### Section 3

11. I hope John's got  $\left\{ \begin{array}{l} \text{A. a} \\ \text{B. any} \\ \text{C. some} \end{array} \right\}$  money.
12. He is  $\left\{ \begin{array}{l} \text{A. engineer} \\ \text{B. one engineer} \\ \text{C. an engineer} \end{array} \right\}$
13. I'd like  $\left\{ \begin{array}{l} \text{A. any} \\ \text{B. an} \\ \text{C. some} \end{array} \right\}$  eggs, please.
14. We've got  $\left\{ \begin{array}{l} \text{A. a few} \\ \text{B. a little} \\ \text{C. a number} \end{array} \right\}$  eggs left.
15. There aren't  $\left\{ \begin{array}{l} \text{A. a lot} \\ \text{B. many} \\ \text{C. much} \end{array} \right\}$  people here today.

### Section 4

16.  $\left\{ \begin{array}{l} \text{A. Is} \\ \text{B. Does} \\ \text{C. Has} \end{array} \right\}$  she get up early every day?
17. Were you in London last week?  
No, I  $\left\{ \begin{array}{l} \text{A. didn't} \\ \text{B. weren't} \\ \text{C. wasn't} \end{array} \right\}$
18. She often  $\left\{ \begin{array}{l} \text{A. has} \\ \text{B. have} \\ \text{C. is having} \end{array} \right\}$  a bath in the morning.
19. He  $\left\{ \begin{array}{l} \text{A. loses} \\ \text{B. has lost} \\ \text{C. lost} \end{array} \right\}$  his hat last week.
20. They  $\left\{ \begin{array}{l} \text{A. caught} \\ \text{B. catch} \\ \text{C. catches} \end{array} \right\}$  the 7.30 bus yesterday.
21. Mary is here, but her parents  $\left\{ \begin{array}{l} \text{A. isn't} \\ \text{B. wasn't} \\ \text{C. aren't} \end{array} \right\}$
22. He  $\left\{ \begin{array}{l} \text{A. hurries} \\ \text{B. hurried} \\ \text{C. hurry} \end{array} \right\}$  because he was late.
23.  $\left\{ \begin{array}{l} \text{A. Doesn't} \\ \text{B. Does} \\ \text{C. Isn't} \end{array} \right\}$  she going to do anything today?
24. They  $\left\{ \begin{array}{l} \text{A. watch} \\ \text{B. is watching} \\ \text{C. are watching} \end{array} \right\}$  television at the moment
25.  $\left\{ \begin{array}{l} \text{A. Did you do} \\ \text{B. Do you do} \\ \text{C. Did you} \end{array} \right\}$  much work yesterday?

### Section 5 (Note: '-' means 'nothing', 'no word or words'.)

26. Who is she looking  $\left\{ \begin{array}{l} \text{A. on} \\ \text{B. at} \\ \text{C. to} \end{array} \right\}$  ?
27. This is a nice piece  $\left\{ \begin{array}{l} \text{A. of} \\ \text{B. off} \\ \text{C. -} \end{array} \right\}$  cheese.
28. Our holidays are  $\left\{ \begin{array}{l} \text{A. in} \\ \text{B. at} \\ \text{C. on} \end{array} \right\}$  June.
29. They're listening  $\left\{ \begin{array}{l} \text{A. at} \\ \text{B. to} \\ \text{C. -} \end{array} \right\}$  the news.
30. We came here  $\left\{ \begin{array}{l} \text{A. on} \\ \text{B. at} \\ \text{C. in} \end{array} \right\}$  1965.
31. What's the matter  $\left\{ \begin{array}{l} \text{A. by} \\ \text{B. with} \\ \text{C. from} \end{array} \right\}$  him?
32. Your glasses are  $\left\{ \begin{array}{l} \text{A. in} \\ \text{B. of} \\ \text{C. into} \end{array} \right\}$  the bathroom.
33. Stop him! He's going to jump  $\left\{ \begin{array}{l} \text{A. on} \\ \text{B. onto} \\ \text{C. into} \end{array} \right\}$  the river!

34. No large ships can go  $\left\{ \begin{array}{l} \text{A. over} \\ \text{B. across} \\ \text{C. under} \end{array} \right\}$  that bridge.

35. It's time for coffee. All the students are coming  $\left\{ \begin{array}{l} \text{A. off} \\ \text{B. out of} \\ \text{C. out} \end{array} \right\}$  their lessons.

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#### Section 6

36. This book is  $\left\{ \begin{array}{l} \text{A. my} \\ \text{B. me} \\ \text{C. mine} \end{array} \right\}$

37. She would like to meet  $\left\{ \begin{array}{l} \text{A. you} \\ \text{B. your} \\ \text{C. to you} \end{array} \right\}$

38. Give the money  $\left\{ \begin{array}{l} \text{A. to them} \\ \text{B. them} \\ \text{C. theirs} \end{array} \right\}$ !

39. Whose is that big house? It's  $\left\{ \begin{array}{l} \text{A. her} \\ \text{B. hers} \\ \text{C. to her} \end{array} \right\}$

40. We're going to  $\left\{ \begin{array}{l} \text{A. our} \\ \text{B. us} \\ \text{C. ours} \end{array} \right\}$  favourite shop.

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#### Section 7

41. It is much  $\left\{ \begin{array}{l} \text{A. warm} \\ \text{B. warmer} \\ \text{C. more warm} \end{array} \right\}$  here.

42. She is not as old  $\left\{ \begin{array}{l} \text{A. that} \\ \text{B. than} \\ \text{C. as} \end{array} \right\}$  I am.

43. He's  $\left\{ \begin{array}{l} \text{A. very} \\ \text{B. more} \\ \text{C. plus} \end{array} \right\}$  intelligent than I am.

44. He drives  $\left\{ \begin{array}{l} \text{A. more careful} \\ \text{B. very careful} \\ \text{C. very carefully} \end{array} \right\}$

45. Yesterday was the  $\left\{ \begin{array}{l} \text{A. very hot} \\ \text{B. most hot} \\ \text{C. hottest} \end{array} \right\}$  day so far this year.

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#### Section 8

46.  $\left\{ \begin{array}{l} \text{A. Where} \\ \text{B. Why} \\ \text{C. Who} \end{array} \right\}$  wrote that letter?

47. She went home early  $\left\{ \begin{array}{l} \text{A. because} \\ \text{B. while} \\ \text{C. without} \end{array} \right\}$  she had finished her work.

48.  $\left\{ \begin{array}{l} \text{A. Where} \\ \text{B. Who} \\ \text{C. When} \end{array} \right\}$  did you put it?

49.  $\left\{ \begin{array}{l} \text{A. How} \\ \text{B. Why} \\ \text{C. Where} \end{array} \right\}$  is Bill? 'Very well, thanks.'

50. I'm going home to change first.  $\left\{ \begin{array}{l} \text{A. Than} \\ \text{B. Then} \\ \text{C. Therefore} \end{array} \right\}$  I'm going out for a meal.

# Introduction To the Student

*Who is this book for?*

This book has been specially written for Intermediate Students.

These are the special problems:

- (i) You perhaps feel that you are no longer making very much progress. Somehow, it seems you are not learning as much as you did when you were a beginner.
- (ii) Perhaps you realise that you need practice in some of the fundamentals of English. However, the type of practice you need is not the type of practice beginners need in these fundamentals.
- (iii) There is a lot you have already studied but which you have not yet learned. In other words, there are many things which you can understand and have even practised, but which you still cannot use correctly, quickly, and as automatically as a native English-speaker does.

*What exactly are the problems?*

Problem (i) is probably the most important from the students' point of view. For teachers, problems (ii) and (iii) are the most important. These last two are really almost the same. Let us study each problem.

- (i) The feeling that you are making little or no progress.

This is very common. It is partly true and partly an illusion. It is true because after you have passed the beginner's stage in anything, languages, mathematics, science, etc., you always reach a point where it is impossible to learn as much as you did before. This is because things are now more complicated, or seem to be.

It is partly an illusion because a great deal of the progress you make after the beginner's stage is not clear. At the beginner's stage, when you first learn a new thing, you can go away and say 'Today I learned this.' But, of course, you did not really learn it. You only saw it for the first time. But did you learn to use it automatically? Did you learn to use it without thinking about it? As an intermediate student you can make a great deal of progress in this direction: you can learn to use automatically many of the things you saw for the

first time when you were a beginner. In many ways, it is the most important type of progress.

- (ii) The need to practise certain fundamentals again but not in the same way as beginners do. You already have a reasonable vocabulary. You have difficulty in using this vocabulary but not too much difficulty in understanding it. You need some more practice in the same things beginners need practice in, but you do not need the same type of practice. You can now practise constructions with a larger vocabulary and in a great variety of situations. This book will sometimes give you practice in some of the things beginners practise, but it will not be the same type of practice.

Remember always that all students, even the most advanced, need this practice. There are certain basic things in English that cannot be mastered without a great deal of practice. You must have this practice over a long period.

- (iii) The need to learn some of the things you have already studied.

Learning a language is, in some ways, like learning how to fly or play the piano. There are important differences, but there is a very important similarity. It is this: learning how to do such things needs lots of practice. It is never enough simply to 'know' something. You must be able to 'do' things with what you know. For example, it is not enough simply to read a book on how to fly an aeroplane. A book can give you lots of information about how to fly, but if you only read a book and then try to fly without a great deal of practice first, you will crash and kill yourself. The same is true of playing the piano. Do you think it is enough simply to read a book about it? Can you play the piano without having lots of practice first?

Many language-students think it is enough simply to 'know' a grammar rule or the meaning of a word. They do not understand that there is a difference between such things and the actual capacity to make correct sentences and to use words correctly. You cannot say you know something unless you can

- (a) understand it when it is spoken quickly, at normal speed
- (b) use and understand it without asking yourself first what it means in your own language

(c) use it quickly and without pausing to think about it.

You must practise speaking and hearing English a great deal before you can have a good command of it. In this course, you will often have to practise things you already understand. Never think it is enough simply to understand something. There are many things you already 'know' which you cannot really use. In this course you will learn to use many of the things you already 'know'.

*What must students realise in order to learn more?*  
The world is full of ex-students of English who stopped at the point you are now at. They stopped learning because they did not realise there is a difference between 'knowing' English and being able to use it. They lost interest because they think they cannot learn. 'I know that but I always make mistakes when I try to use it. I must be stupid!' they say. They are not stupid. They can learn English. What they need is more practice in interesting situations. They need more practice in listening to and using English.

In some ways, the point you are at now in learning English is more important than the beginner's stage. You must go on learning from here, or what you have already learned will be wasted. This course is for such students. You will, then, learn two types of things.

- (a) Things which you perhaps have seen before but which you have not really learned to use.
- (b) Entirely new things. Things which you have never seen before.

*How will you use this book?*

The book has 25 Units. It will probably take you between 2 and 3 lessons for each unit. Some groups will take more. A few will take less. Each unit has 6 pages, and these are divided into 5 parts.

**PART A (2 pages)** The pictures on the left help explain the texts or 'situations' on the right hand page. The situations are typical examples of when we use the new construction you are studying.

In class, first cover the 'situations' and look only at the pictures. Remember these things:

1. Individual words are not so important. Whole situations are very important. Try to understand whole situations even if you do not understand individual words.

2. You can learn to write words later. First learn to use and to pronounce words correctly.

3. Take an active part in the intensive question and answer work here. Do not be afraid to make mistakes. Everybody makes mistakes.

4. After you have done question and answer work with the teacher, use the words next to the picture to ask someone else, perhaps the student next to you, questions about the situation.

5. After this, you can read the situations quietly for a minute in class. Now you can ask any questions you have about words, etc.

**PART B (1 page)** This is the 'Formation and Manipulation' page. It directs your attention to important facts about the pronunciation and formation (or construction) of what you have done. There is a lot of opportunity here, too, for oral practice in class and written practice at home.

**PART C (1 page)** This is a simple detective story. It is not very serious but it is very useful. Each Unit has one part or 'episode' of this story. It goes on to the end of the book. In it, you can learn a lot of new words. You can get practice in reading and then talking about it. Sometimes there are examples of things you will learn in the next Unit, too. You can read this at home or quickly in class.

**PART D (1 page)** We call this 'Further Practice'. It has different special exercises and always a conversation. The conversation teaches you things we say in everyday life, and special things like the words you use when someone apologises to you, or how to say 'pardon' politely. You can listen to these conversations on tape. After you have listened to the tape or to the teacher, you can take parts yourself.

**PART E** This has a summary (or short version of what you have just learned) and special exercises for homework. The exercises are not the only homework you can do. They are only the minimum. There is also a 'Guided Composition'. This helps you to write a composition about something you have just learned. The compositions become 'freer' or 'less controlled' as you go along. There is also always a 'transfer exercise'. This is more help in using what you have learned in your own examples.



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