

**An
Intermediate
Refresher
Course**

OXFORD

L.A. HILL

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*Intermediate
Refresher Course*

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INTRODUCTION

This book is a continuation of my *Elementary Refresher Course*, published by Oxford University Press. The purpose of both these books is to provide teachers and students with material for practising points of English structure that they should already have covered, but which experience has shown to be particularly resistant to correct use. This book makes use of the principle of teaching by contrast. For example, when the present perfect tense is dealt with, it is treated, not in isolation, but in contrast with the present perfect continuous tense (see Paragraph 2).

Many teachers have noticed that, after their students have gone through an exercise consisting of twenty or more isolated sentences, torn from their contexts and presented one after the other, they still make the mistake that the exercise is intended to correct. This is because there is little or no carry-over or transfer from the ability to do an exercise of this type and the ability to get the same point right in writing a connected piece. Moreover, the average student* finds it difficult to keep on switching from the context of one isolated sentence to that of the next, since this requires considerable mental agility and considerable efforts of the imagination. In this book, therefore, all the exercises are contextualized; i.e. there are no isolated sentences, but only pieces consisting of a number of sentences telling a connected story.

Each exercise is divided into four parts: first the students are asked to study a piece carefully, paying particular attention to the items in **heavy type**; then they are asked to turn to the corresponding Test A, which consists of the same piece with

* The exceptionally gifted student is, of course, no problem, since he manages to learn whatever the methods used by the teacher.

the items in heavy type omitted. The students have to fill in the blanks from memory, without looking at the original piece. Then they have to turn to Test B, and fill in the blanks in that. Test B tests the items learnt in the first piece in the exercise, which have already been tested once in Test A; but in Test B the context is new. Finally there is a page of notes,* explaining the contrast dealt with in the preceding three pages.

There is a key to each Test B at the end of the book, but Test A can, of course, be marked simply by turning back to the piece on the preceding page. The number of questions in each test is always a multiple of 5 for easy counting of marks. Here is a table for converting marks to percentages:

MARKS OUT OF						= %
15	20	25	30	40	50	
15	20	25	30	40	50	100
				39	49	98
			29			97
		24			48	96
	19			38		95
					47	94
14			28	37		93
		23			46	92
	18		27	36	45	90
		22		35	44	88
13			26			87
					43	86
	17			34		85
		21			42	84
			25	33		83
					41	82

* In these notes, only elementary and intermediate points are dealt with, and guides to common usage are given which are not intended to be rules applicable to full English.

MARKS OUT OF						= %
15	20	25	30	40	50	
12	16	20	24	32	40	80
				31	39	78
			23			77
					38	76
11	15	19		30		75
					37	74
			22	29		73
					36	72
10	14	17	21	28	35	70
				27	34	68
			20			67
					33	66
9	13	16		26		65
					32	64
			19	25		63
					31	62
8	12	15	18	24	30	60
				23	29	58
			17			57
					28	56
7	11	14		22		55
					27	54
			16	21		53
					26	52
6	10	12	15	20	25	50
					24	48
			14	19		47
					23	46
5	9	11		18		45
					22	44
			13			43
				17	21	42
4	8	10	12	16	20	40

MARKS OUT OF						= %
15	20	25	30	40	50	
5	7	9	11	15	19	38
					18	37
					17	36
					16	35
					15	34
	6	8	10	13	14	33
					13	32
					12	30
					11	28
					10	27
4	5	7	9	12	11	26
					10	25
					9	24
					8	23
					7	22
	4	6	8	11	6	20
					5	18
					4	17
					3	16
					2	15
3	3	5	7	10	9	14
					8	13
					7	12
					6	10
					5	8
	2	4	6	9	4	7
					3	6
					2	5
					1	4
					0	3
2	1	3	5	8	3	2
					2	1
					1	0
					0	0
					0	0
	0	2	4	7	3	6
					2	5
					1	4
					0	3
					0	2
1	0	1	3	6	2	4
					1	3
					0	2
					0	1
					0	0
	0	0	2	5	1	2
					0	1
					0	0
					0	0
					0	0
0	0	0	1	4	0	0
					0	0
					0	0
					0	0
					0	0
	0	0	0	3	0	0
					0	0
					0	0
					0	0
					0	0

NOTES

- / = or (e.g. *am/are/is* means 'am, are or is').
- ~ . . . ~ these show where the alternatives divided off by /'s end, if there is more than one word in one or more of the alternatives (e.g. *He ~ would have done/would have been doing ~ it* means 'He would have done it or He would have been doing it'. In other words, the ~'s show that it is not only the words *done* and *would* that are alternatives, but the groups *would have done* and *would have been doing*).
- [. . .] these mean that what is within these brackets can be left out (e.g. *a[n]* means 'a or an').
- ⚡ this is a warning sign placed before a wrong sentence or phrase.
- < = become[s] (e.g. *do/does < did* means 'do or does becomes did').
- s.o. = someone.
- s.t. = something or someone.

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§1. *Did/had done.*

When I was 21, I went to England to study physics. At that time, I **knew** English quite well because I **had studied** it for nearly ten years. I **had already finished** my studies at our University, so I **knew** quite a lot about physics; in fact, I **had got** first class honours in my B.Sc. examination.

I **arrived** in England in October. I **had never been** abroad, so everything in England interested me very much. When I **had found** my college, and when I **had put** my luggage in my room, I **went** out to see Cambridge. I **had never seen** such a beautiful city before! I **was** soon lost. After I **had walked** around for an hour, I **decided** to ask a policeman the way. I **found** one and **told** him that I **had lost** my way. He **was** very helpful. He **told** me the way to my college. During the past hour I **had walked** round in a circle, and I **was** quite near it again! I **had never lost** my way before, and I said to myself, 'I will never lose it again. I will get a map of Cambridge.'

TEST A

When I (1. be) 21, I (2. go) to England to study physics. At that time, I (3. know) English quite well because I (4. study) it for nearly ten years. I (5. already finish) my studies at our University, so I (6. know) quite a lot about physics; in fact, I (7. get) first class honours in my B.Sc. examination.

I (8. arrive) in England in October. I (9. never be) abroad, so everything in England (10. interest) me very much. When I (11. find) my college, and when I (12. put) my luggage in my room, I (13. go) out to see Cambridge. I (14. never see) such a beautiful city before! I (15. soon be) lost. After I (16. walk) around for an hour, I (17. decide) to ask a policeman the way. I (18. find) one and (19. tell) him that I (20. lose) my way. He (21. be) very helpful. He (22. tell) me the way to my college. During the past hour I (23. walk) round in a circle, and I (24. be) quite near it again! I (25. never lose) my way before, and I said to myself, 'I will never lose it again. I will get a map of Cambridge.'

TEST B

I live in a hot country, so when I (1. first visit) Sweden, I (2. never see) snow. The day after I (3. reach) Stockholm, it began to snow. There (4. be) no snow there for several months, but now it (5. start) to snow heavily. Every day it (6. snow). My father, whom I (7. leave) in Malaya, (8. once tell) me about snow. He (9. compare) it with the small, white feathers which (10. sometimes fall) from the birds above us. When I (11. first see) snow, I (12. remember) my father's words. Yes, he (13. find) a good name for snow — 'white feathers'. I (14. never see) anything so beautiful! As I (15. watch), the snow (16. fall) fast and silently. After a few minutes, I (17. rush) out into the street — but I (18. rush) in again even faster — because I (19. forget) to put any shoes or socks on! I (20. never be) so cold in my life! When I (21. put) on my thickest socks and my boots, I (22. go) out again. I (23. put) a fur hat on while I was getting my boots and socks, but it (24. not cover) my ears. The icy wind and snow (25. cut) them like a knife!

NOTES

The Past Perfect tense (*had done*) is used when we want to stress that a certain action happened *before* another past action, or before a certain time in the past. In fact, the Past Perfect is a sort of 'double past', or 'past before past'.

Here is an example: It is 9 o'clock now, and I have already started work. In three hours' time it will be 12 o'clock. At 12 o'clock I can say, 'At 9 o'clock this morning I *had* already *started* work'. This is because, when I speak at 12 o'clock, 9 o'clock will be in the past; and the time of my starting work will be *before* that time in the past (i.e. the time of my starting work will be 'past before past').

If I say, 'When I got home, my brother went out', the meaning is that *first* I got home and *then* my brother went out; but if I say, 'When I got home, my brother *had gone* out', the meaning is that *first* my brother went out, and *then* I got home.

For the Past Perfect in past conditions, see §14, below.

For the Past Perfect in reported speech, see §18, below.

§2. Have done/have been doing.

Mrs Gardner: Where's John? *Mrs Blake:* He has gone to his music lesson. He has been studying music for six months. *Mrs Gardner:* Have you found a good teacher for him? *Mrs Blake:* Yes, Mr Williams has been teaching music for the past twenty years. *Mrs Gardner:* Has John learnt to play real tunes yet? *Mrs Blake:* Yes, he has really made a lot of progress. He has always loved music. *Mrs Gardner:* Are you busy? *Mrs Blake:* Yes, I have been cooking since 8 o'clock this morning. I have made these cakes, and now I am cooking the lunch. *Mrs Gardner:* What lovely cakes! Have you ever made a Christmas cake? *Mrs Blake:* Oh, yes! I have been making them ever since I was a schoolgirl. *Mrs Gardner:* Then you have learnt to make them perfectly, I am sure. I have been trying to make them for a long time, but I have not learnt to make them well. *Mrs Blake:* Have you tried the cookery classes at the Club? *Mrs Gardner:* No, I haven't been to them yet. I have been doing a lot of other things for the past two years, but I have often thought of taking some cookery lessons. *Mrs Blake:* I can teach you. I have taught several of my friends. *Mrs Gardner:* I have been thinking of asking you to give me lessons for a long time.

TEST A

Mrs Gardner: Where's John? *Mrs Blake:* He (1. go) to his music lesson. He (2. study) music for six months. *Mrs Gardner:* (3. you – find) a good teacher for him? *Mrs Blake:* Yes, Mr Williams (4. teach) music for the past twenty years. *Mrs Gardner:* (5. John – learn) to play real tunes yet? *Mrs Blake:* Yes, he (6. really make) a lot of progress. He (7. always love) music. *Mrs Gardner:* Are you busy? *Mrs Blake:* Yes, I (8. cook) since 8 o'clock this morning. I (9. make) these cakes, and now I am cooking the lunch. *Mrs Gardner:* What lovely cakes! (10. you – ever make) a Christmas cake? *Mrs Blake:* Oh, yes! I (11. make) them ever since I was a schoolgirl. *Mrs Gardner:* Then you (12. learn) to make them perfectly, I am sure. I (13. try) to make them for a long time, but I (14. not learn) to make them well. *Mrs Blake:* (15. you – try) the cookery classes at the Club? *Mrs Gardner:* No, I (16. not be) to them yet. I (17. do) a lot of other things for the past two years, but I (18. often think) of taking some cookery lessons. *Mrs Blake:* I can teach you. I (19. teach) several of my friends. *Mrs Gardner:* I (20. think) of asking you to give me lessons for a long time.

TEST B

Jim (1. wait) for Mary for half an hour. She (2. never be) so late before. Jim thinks, '(3. Mary — have) an accident? Or (4. she — forget) our meeting?' Now he (5. go) to telephone to her house. He says, 'Hullo, (6. Mary — leave) her house yet?' 'Yes', answers Mary's mother. 'She (7. wait) for you outside the cinema for half an hour. She (8. telephone) to me twice during that time.' Jim says, 'But I (9. stand) outside the cinema for half an hour too! Perhaps Mary (10. go) to the wrong cinema!' 'She is outside the Alhambra.' 'And I (11. wait) outside the Regal all this time!' 'And Mary (12. look) for you outside the Alhambra.' 'I shall go there at once. Good-bye.' Jim runs off. When he reaches the Alhambra, Mary is there. 'Where (13. you — be)?' she asks. 'Outside the Regal.' 'The Regal? But we (14. already see) the film there!' 'Well, we (15. see) some other films more than once. *One of us must have misunderstood.* We (16. go) to the cinema together for two months, and this is the first mistake we (17. make).' 'Yes. Well, we (18. miss) the first part of the film. Shall we wait for the next show?' 'Yes, I (19. not have) my tea yet. Let's go to a café.' 'All right. I (20. think) of my tea for some time too.'