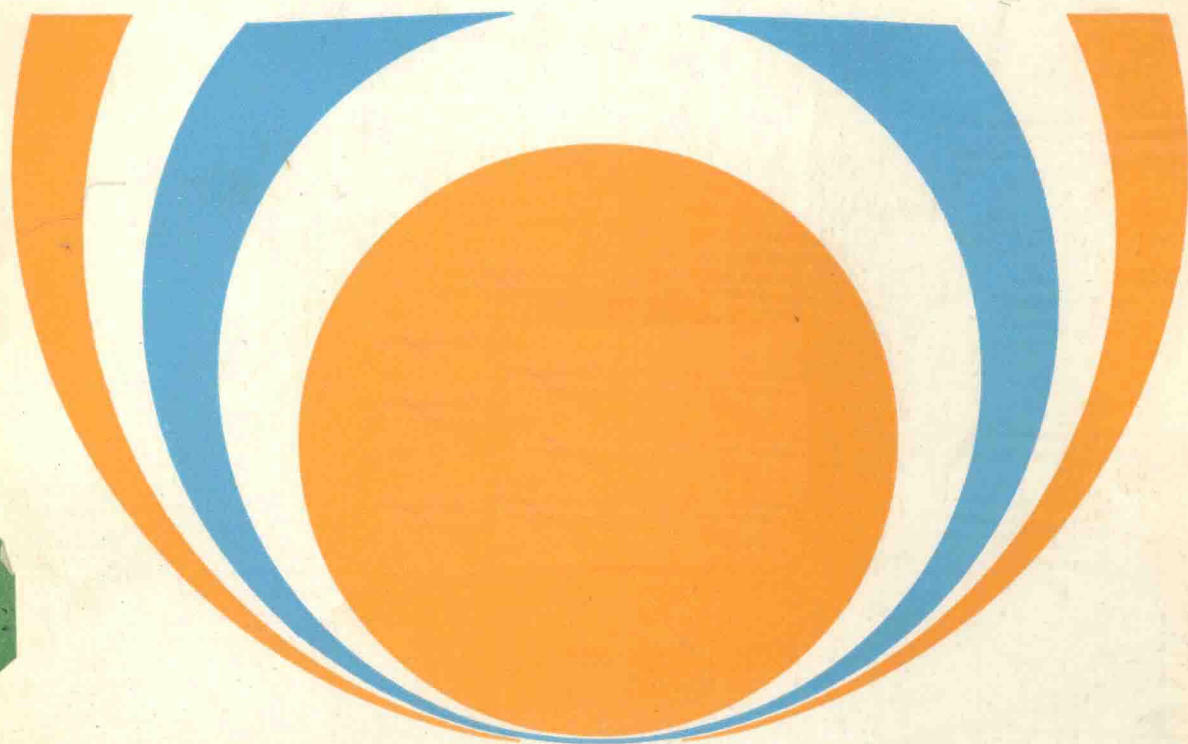


KERNEL LESSONS INTERMEDIATE

STUDENTS' BOOK

**ROBERT O'NEILL
ROY KINGSBURY
TONY YEADON**



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

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KERNEL LESSONS

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 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 student's 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

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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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Robert O'Neill, Roy Kingsbury, Tony Yeadon
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Unit 1

a

Present simple and position of time adverbs



- (a) Where/Julia?
- (b) When/begin?
- (c) the manager?



- (a) Where/work?
- (b) start every morning?
- (c) get there?
- (d) time now?
- (e) his wife/always/to work?



- (a) What/Tom want?
- (b) father's question?
- (c) Tom's answer?



- (a) What/do?
- (b) What kind of man?
- (c) often watch?
- (d) children and dogs?



- (a) What/do?
- (b) house?
- (c) car?
- (d) How much money?
- (e) Who/girl?



- (a) life?
- (b) When/up?
- (c) always/breakfast in bed?
- (d) maid's question?
- (e) answer?

He/She
They
etc.

never
often
always

DOES
DO

(something)

at 12
on Thursday

Unit 1

a

1

Julia Frost works in a large office. Work starts at 9 but she often gets there late. She is five minutes late today. It is 5 past 9 (9.05). Two typists are talking about her.

"Does the manager know she often comes late?"

"No, he doesn't. He often comes late too!"

1. Ask where Julia works!
2. What does she often do?
3. Why doesn't the manager know she often comes late?

3

Tom Atkins wants to marry Frank's daughter, Susan.

"What do you do?" Frank wants to know.

"I'm a teacher. I teach languages."

"Do you really love my daughter?"

"Yes, I do. I love her and she loves me. We want to get married!"

1. What is Frank's first question and what is Tom's answer?
2. Make sentences about Tom
 - a) a teacher
 - b) languages
3. Make sentences about Tom and Susan.
4. Ask what they want to do!

5

Arthur and Deborah Tigers do not live in a small house. They live in a very large one. Arthur is a businessman. He earns a lot of money. His wife is very young. They are very happy.

1. Ask *questions* with these words:

- a) a small house?
- b) Arthur/an actor?
- c) a lot of money?
- d) wife/very old?
- e) happy?

2

Frank Martin does not work in an office. He works in a factory and he never comes late. Work starts at 7 but he always gets there early. He is five minutes early today. It is 5 to 7 (6.55). His wife always drives him to work.

1. Make sentences about Frank with these words:
 - a) in an office
 - b) factory
 - c) late
 - d) early
2. Ask when work starts!
3. What does his wife always do?

4

Charles Kay is a famous actor. He acts in horror films like "Frankenstein's Brother." He never watches horror films. He does not like them. He is really a kind man. He likes children and animals and they like him. He lives in a small house in the country.

1. Ask what Charles does!
2. Make sentences about him
 - a) in horror films
 - b) watches
 - c) doesn't like
 - d) a kind man
 - e) children and animals
 - f) house

6

Deborah leads a very easy life. She never gets up before 9 and always has breakfast in bed.

"Do you want your breakfast now?" her maid wants to know.

"Yes, please," is Deborah's answer.

1. Ask *questions*:
 - a) a very hard life?
 - b) when/up?
 - c) where/breakfast?
2. What is her maid's question and what is her answer?

Unit 1

b

FORMATION AND MANIPULATION

1 a) Notice the *s*

He	work	in a factory
She	live	in a large house
	earn	a lot of money

Make sentences about your father, mother or teacher.

b) Notice how the question is formed

Does	he	work in a factory	?
	she	live in a large house	?
		earn a lot of money	?

Ask someone else questions about his or her father, mother, etc.

2 a) Notice there is no *s* with *I, You, We, and They*

I	work here
You	live in London
We	earn £30 a week
They	

Make sentences about yourself, the people in the class, etc.

b) Notice how the question is formed

Do	you	work here	?
	I	live there	?
	they	earn a lot	?
	we		

Turn the sentences you made in 2a) into questions.

3 Notice how *negative* sentences are formed

Julia	doesn't	work in a factory
Tom	(does not)	
You	live in that house	
I	don't	get to work before 6
We	(do not)	earn £5,000 a year
They		

Make true sentences about yourself and other people with *doesn't/don't*

4 a) Notice the position of *often, always* and *never*

1	2	3
She	<i>never</i>	comes late
We	<i>often</i>	come early
	<i>always</i>	

What are some of the things you often do?
Also make sentences with *never* and *always*.

b) Notice how the *first word* of a question is always repeated in the answer

Question	Answer
Do you live here?	Yes, I <i>do</i> /
Does he know?	No, I <i>don't</i>
Is he a teacher?	Yes, he <i>does</i> /
	No, he <i>doesn't</i>
	Yes, he <i>is</i> /
	No, he <i>isn't</i>

Think of questions to ask the person next to you. Tell that person to give you a *short* answer.

THE MAN WHO ESCAPED

Episode 1

Unit 1

c

- 1 Edward Coke used to be an army officer, but he is in prison now. Every day is exactly the same for him.

It is winter now and Coke and all the other men get up at six, when it is still cold and dark. They have breakfast at six thirty. Work begins at seven thirty. Some of the men work in the prison factory, where they make mail-bags, but Coke often works in the fields outside.

- 2 The men have lunch at twelve. Lunch lasts an hour and then the men go back to work again. Dinner is at six. Coke usually goes to the prison library after dinner and reads until 9.30. The lights go out at ten.

The day is long, hard, and boring and every man has a lot of time to think. They usually think about why they are there. Coke does. He always thinks about two men.

- 3 One of the men is called Eric Masters. He used to be an army officer, just like Coke. Coke knows that Masters has a lot of money now. The second man's name is Hugo. That is all Coke knows about him. Masters knows where and who Hugo is, but Coke doesn't.

Every night Coke lies in bed and thinks about Eric Masters and Hugo. There is another thing he thinks about, too. Escaping. He wants to escape and find Masters, and then the other man. Coke is in prison for something he did not do.

Unit 1

d

FURTHER PRACTICE

1. Invention Exercise

MODEL:

He	often	
She	never	does that
	always	

PROMPT: football on Saturdays

RESPONSE: He always plays football on Saturdays
or: He never watches football on Saturdays

Prompts:

- the theatre at week-ends
- jazz
- tea without sugar
- to work by bus
- French magazines
- to the seaside in winter
- brown bread
- detective stories
- coffee with cream
- Turkish cigarettes

2. Conversation

Tom Atkins teaches languages at a Technical College. It is the teabreak. He is in the staff-room. There is another teacher there, too. His name is Ken Grimes, a friend of Tom's. Tom is smoking.

KEN: (sniffing) Phew! Is that a French cigarette?

TOM: Pardon?

KEN: Is that a French cigarette you're smoking?

TOM: Yes, that's right. Why? What's the matter?

KEN: I don't understand how you can smoke French cigarettes. They make a terrible smell.

TOM: I like them very much. I prefer them to English cigarettes.

KEN: Have you got a lot of them?

TOM: Yes, about 200, why?

KEN: Well . . . er . . . could I buy some from you?

TOM: Buy some from me? But . . . you don't like French cigarettes!

KEN: No, I don't. But my wife does. I can't understand it.

Questions

- What does Tom say when he doesn't understand Ken's question?
- Why doesn't Ken like French cigarettes?
- What does Ken want to do when he hears Tom has 200 French cigarettes?
- Ask and answer why he wants to do this!

Practice

- Repeat after the teacher or tape recorder Tom's intonation of 'Pardon!'
- Make some sentences of your own with "Could I ?"
- Observe the word order
1 2 3
"I like them very much"
Think of some things you like very much.
Use the same word order.

e Summary

Focal points in this Unit

1. Sentences like "He works in a factory", "She often comes late" and "They live in a large house" are all in the *Present Simple Tense*.

Notice that in the situations the tense does *not* tell you what the people are doing at the moment. For instance, in situation 2, Tom says, "I teach foreign languages". That is *not* what he is doing at the moment.

One of the main uses of this tense is to talk about what people often, always, never, or usually do. That is why we must use it when we want to say what Edward Coke does every day.

2. Remember that 'always', 'often', 'never', and 'usually' (Adverbs of Frequency) always go in front of the main verb.

1 2 3

"He always does that!"

3. Remember how we ask questions ("Does he work in a factory?") and how we make negative sentences ("They don't live in a small house"). Look at the Formation and Manipulation page for this.

4. The question "What do you do?" or "What does he do?" is often used to ask what a person's *job* is. It is *never* used to ask about someone's actions at the moment! For this, we use the question, "What is he doing?" and "What are you doing?" (See Unit 2)

f Exercises for homework

1. Make these sentences into questions and then into negatives like this:—

Harry works in an office.

Does Harry work in an office?

No, Harry doesn't work in an office.

- a) Julia works in a factory.
- b) Arthur and Deborah live in a small house.
- c) Deborah is old.
- d) Arthur and Deborah are poor.
- e) People in prison lead an easy life.
- f) Charles acts in cowboy films.
- g) Tom and Susan want to get married next year.

2. Guided Composition

Read lines 4 to 9 of the Episode again carefully and then, using the same sentence patterns, write about this person:

Julia/breakfast/8.15//work/9//often late//
lunch/12.30//lunch/an hour and a half//
work/ finish/5.30//dinner/6.30//usually/
television/after dinner//often read/10.45//
never/to bed before 11//

3. Transfer Exercise

Write true sentences (at least 4) about yourself, friends and family. Use the pattern, "I/we . . . never/always"



Unit 2

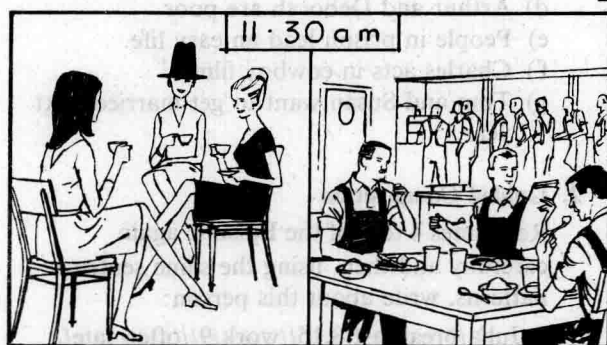
Present continuous

a

1



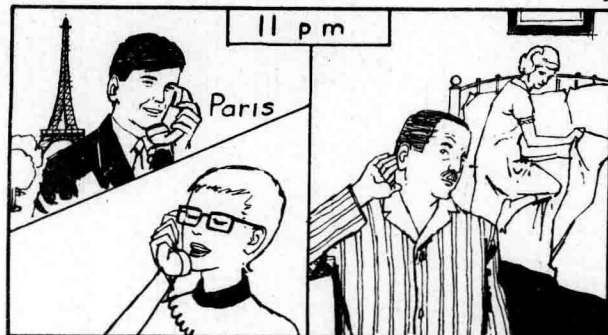
2



3



4



- What time?
- What/Deborah?
- What/maid?
- Where/Frank?
- the men/breakfast?
- What/talking about?

- What/Deborah/friends?
- they/lunch?
- What/one of them/wearing?
- Where/Frank?
- Frank/always/there?
- What/a lot of men?
- waiting for?

- Where/Arthur and Deborah?
- What/Deborah?
- Why/Arthur/the man?
- What/Frank?
- What/wife?
- What/Susan?
- Frank/a film?

- Who/Susan/to?
- Where/Tom/from?
- Susan's questions?
- What/Frank and his wife?
- Susan upstairs?
- Where/she?

He/She
They

IS
ARE

DOING

Unit 2

a

1

It is half past nine (9.30). Deborah is having breakfast and listening to some music on the radio. The maid is carrying a tray with some more coffee on it.

Frank is in the factory. The men there are not having breakfast. It is their tea-break. They are talking about a football match this evening.

1. Ask questions with these words:

- a) What/Deborah b) the maid
c) Where/Frank d) the men/breakfast
e) talking about

2. Make some sentences with "isn't" and "aren't" (Frank/the radio, etc.)

3

It is 9 o'clock in the evening. Arthur and Deborah are at the opera. Deborah is whispering something to Arthur and he is looking at the man next to her. The man is disturbing her because he is snoring.

Frank is watching television but his wife and Susan are not. Susan is reading and her mother is writing. Frank is watching a football match.

1. Ask and answer questions about Arthur and Deborah:

- a) a football match b) Why/whispering
c) What/looking at d) Why

2. Ask and answer these questions about Frank and his family:

- a) Susan and her mother/television
b) Frank/an opera

3. Ask and answer what each person in the picture is doing!

2

It is half past eleven. Deborah and her friends are not having lunch. They are having 'morning coffee'. They are talking about their husbands.

One of them is wearing a very strange hat.

Frank is eating in the factory canteen. He always eats there. A lot of men are standing in a queue. They are waiting for their lunch. It is raining outside.

1. Ask and answer these questions about Deborah and her friends:

- a) lunch b) What
c) football d) Deborah/a strange hat

2. Ask these questions about Frank and the other men here:

- a) morning coffee b) Frank/always

3. What are the men behind him doing and what are they waiting for?

4

It is 11 o'clock. Susan is talking to Tom. He is phoning from Paris. "Are you having a good time? What's the weather like? Is it raining?" she wants to know.

Frank and his wife are getting ready for bed. He can hear Susan downstairs. "Who's she talking to?" he is asking.

What is Susan doing and where is Tom phoning from?

2. What are the questions Susan is asking?

3. Ask what Frank is doing and what he is asking!