

AMERICAN KERNEL LESSONS

AKL: ADVANCED



ROBERT O'NEIL
EDWIN T. CORNELIUS, JR.
GAY N. WASHBURN

NEWS TEAM— ON AND OFF CAMERA

STUDENT'S BOOK

AMERICAN KERNEL LESSONS

AKL: ADVANCED

ROBERT O'NEILL
EDWIN T. CORNELIUS, JR.
GAY N. WASHBURN

Longman 
American English

American Kernel Lessons: Advanced

ISBN 0-582-79741-1

Copyright © 1981, by Longman Inc. All rights reserved. No part of this book or related recordings may be reproduced, stored in a retrieval system or transmitted in any form or means, electronic, mechanical, photocopying, recording or otherwise, without prior written permission from the publisher.

First printing 1981

5 4 3 2 1

Cover Design: Frederick Charles Ltd.
Interior Design: James M. Wall

Longman Inc.
19 West 44th Street
New York, New York 10036

Distributed in the United Kingdom by Longman Group Ltd., Longman House, Burnt Mill, Harlow, Essex CM20 2JE, England, and by associated companies, branches and representatives throughout the world.

Printed in the U.S.A.

Special thanks to Robert Walridge for collaborating on the listening activities, to Penny LaPorte for her work on the Teacher's Manual and to Linda Markstein for her contributions to the Student's Test Book

We wish to thank the following for providing us with photographs:

Page 1, left: Barbara Swenson. Page 10: NYC Dept. of Transportation. Page 11, top: Tony Spina/Detroit Free Press; bottom: U.S. Dept. of Transportation. Page 16: NYC Dept. of Transportation. Page 18, top and bottom: NASA. Page 19, top and bottom: NASA. Page 24: Metro-Goldwyn-Mayer Inc. Page 26, left: Barbara Swenson; right: Villette Harris. Page 27, top: Anne Darling/Bank Street Information Office; bottom: Educational Facilities Laboratory/Rondall Partridge. Page 32: Allen Butte/Literacy Volunteers of America, Inc. Page 34, top: Villette Harris; middle: WHO Photos; bottom: UN/Bill Graham. Page 35: EPA-Documerica. Page 42, top: Cosmos Tours; bottom: National Park Service/U.S. Dept. of the Interior. Page 43, top: Ray Scott; bottom: Documerica. Page 48: Hawaii Visitors Bureau. Page 50: UPI. Page 51, top and bottom: National Archives. Page 56: U.S. Geological Survey/Dept. of the Interior. Page 66, top: Fox Photos Ltd.; bottom: HUD Photo. Page 74, left: New York Public Library Picture Collection; right: Paramount Pictures Corporation. Page 75: National Safety Council. Page 80: The School of Visual Arts Public Advertising System. Page 88, left: Jaguar Rover Triumph Inc.; right: Volkswagen of America/Doyle Dane Bernbach Inc. Page 90, top: USTA/Russ Adams; bottom: Villette Harris. Page 91, top: Bill Hayward; bottom: Barbara Swenson. Page 96: The Bettmann Archive. Page 98, bottom: New York University. Page 99: Angel Cuevas. Page 104: Susan Clee/Positive Images. Page 106, top: Marilyn K. Yee/The New York Times; bottom: Joe di Dio/National Education Association. Page 112: Jack Schneider/Dept. of Energy. Page 114, top: Museum of the City of New York; bottom: British Airways. Page 115, top: U.S. Dept. of Transportation; bottom: Portland General Electric Company.

Cover Photos:

Top right: U.S. Geological Survey; center, left to right: Russ Adams/USTA, National Education Association, United Nations; bottom left: NASA.

We also wish to thank the following illustrators:

Pages 12, 52 and 83: Anna Veltfort. Pages 38, 39, 82 and 84: Janet Lampart. Page 40: Milo Hess. Pages 64 and 72: Nilda Scherer. Page 67: Presse-Illustrations-Bureau. Page 121: Marty Norman.

CONTENTS

| | | |
|---------|--|-----|
| Unit 1 | WNYN-TV | 2 |
| Unit 2 | Transportation: Public or Private? | 10 |
| Unit 3 | Space Exploration | 18 |
| Unit 4 | Education Today: What's Wrong and What's Right? | 26 |
| Unit 5 | The Rich and the Poor | 34 |
| Unit 6 | Vacations | 42 |
| Unit 7 | Disaster | 50 |
| Unit 8 | Ask Alice | 58 |
| Unit 9 | Life in the Future | 66 |
| Unit 10 | Crime and Punishment | 74 |
| Unit 11 | The World of Advertising | 82 |
| Unit 12 | Work | 90 |
| Unit 13 | Men and Women | 98 |
| Unit 14 | Inflation | 106 |
| Unit 15 | Progress | 114 |
| | Tapescript | 122 |
| | Index of Grammatical Items | 142 |

UNIT 1

WNYN-TV

1 What kind of building is this?
Is it in the city or the country?



This is the headquarters of station WNYN-TV, a small television station in New York City. Most of the programs it presents are syndicated; that is, they are produced and distributed by other companies. But WNYN produces its own news programs. These shows are popular because they concentrate on local news and special events. The news department staff is also originating a series of special programs about problems and issues of particular interest to New Yorkers. These "specials" often include interviews with experts on these topics. Right now, WNYN is expanding its news department so that it can produce more specials.

Questions

1. Does WNYN produce most of the programs it shows?
2. What does it produce?
3. Why are WNYN's news programs so popular?
4. What kind of specials is the news department originating?
5. Why is WNYN expanding its news department?

2 Where is this woman?
How old is she?
What do you think she does?



Hello. My name is Marsha Nelson. I'm a TV news reporter. I was born in Arizona, but I grew up in California. I lived there for twenty years. Then I moved to Ohio and worked for a small newspaper in Cleveland for five years. After that, I came to New York and got a job at WNYN. I'm still working for WNYN and I enjoy the kind of work I'm doing. I do shows about important problems and issues. My work usually involves doing interviews and I particularly enjoy that part of my job. Our program coordinator has just suggested the idea of doing a special on traffic problems in the city. I'm thinking about the idea now and I'm considering the possibility of making it a one-hour show.

Ask and answer questions about this woman, like this:

Ask what this woman's name is.

A: What's this woman's name?

B: Marsha Nelson.

Now you do it. Ask:

1. where Marsha was born
2. where she grew up
3. how long she lived there
4. where she worked for a newspaper
5. how long she was there
6. where she works now
7. who has just suggested an idea to her
8. what she is doing about it

Where is this man?
How old is he?
What do you think he does? **3**

My name is David Denton. I've lived in New York City all my life. I even went to college here. I studied radio and television. After I graduated from college, I spent three months in Europe. That was two years ago. Since then, I've been trying to get a job in television. I have an interview today at WNYN-TV for a job as a cameraman. But I don't think I'll get the job because I haven't had any work experience. I don't understand it. How can I ever get work experience if I can't get a job?

Ask and Answer

Ask:

1. where David was born
2. if he grew up there
3. where he went to college
4. what he studied
5. when he graduated
6. what he's been doing since he graduated
7. where he has an interview today
8. why he doesn't expect to get the job

PERSONNEL



4 Where are these people?
Whose office is this?
How do you know?

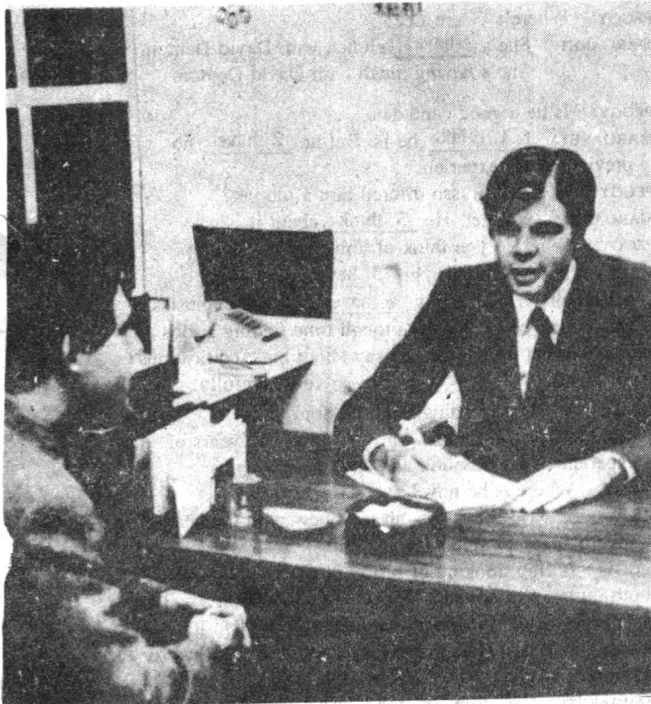
The man behind the desk is Robert Russo. Bob is the director of the morning and evening news programs at WNYN-TV. He directs the shows, but other people report the news. He wants to expand his department. He hired Marsha Nelson a few years ago and she has built up a special features section. She needs a full-time cameraman now. So today Bob is interviewing David Denton for the job. David hasn't had any real work experience, so he probably won't ask for a very high salary. Bob may decide to offer David a job.

Answer the questions with short answers, like this:

A: Who is the director of WNYN's morning and evening news shows?

B: Bob Russo is.

1. Who directs the shows?
2. Who reports the news?
3. Who hired Marsha Nelson?
4. Who's sitting in Bob's office now?
5. Who's interviewing David Denton?
6. Who might offer David a job?



UNIT 1 Grammar

1

Present continuous vs. simple present: verbs that rarely take the continuous

A. Comment

1. Verbs expressing a state (*be, seem, know, etc.*) do not take the continuous: *I believe her. He looks tired. I know that man. I doubt it. He needs a shave.*
2. Neither do verbs expressing sense perception (*see, hear, taste, etc.*): *She feels happy. That ice cream tastes good.*
3. You *see* whenever your eyes are open. You *hear* whenever there's sound. But you *look at* and *listen to* something selectively or on purpose: *He heard the radio in the living room, so he went in and listened to the news. The verbs see and hear do not usually occur in the continuous, but look at and listen to occur in both the simple and continuous tenses: A reporter is looking at a house on fire. He sees a fireman fall off a ladder.*

B. Situation

The president is going to hold an important press conference on the economy this evening. You are a radio announcer. Use the clues given to describe the events as they happen.

Example: the press room/fill up/with people
The press room is filling up with people.
I/not see/the president/yet
I don't see the president yet.

1. many reporters/wait for/the president
2. they/seem/anxious
3. I/hear/the president/now
4. he/enter/the room
5. he/smile/and/wave
6. he/know/many reporters/personally
7. they/look at/the president
8. he/look/nervous
9. he/walk to/the podium
10. he/need/another microphone
11. an aide/adjust/the new microphone
12. the press conference/begin
13. the president/see/a reporter raise her hand
14. the reporters/listen to/him

2

Present continuous vs. simple present: verbs with different meanings

A. Comment

Some verbs have two different meanings. In one meaning they can take the continuous. In the other meaning they cannot.

1. *Think* and *consider* can be state verbs of opinion. In this sense they occur in the simple present tense

What do you *think* of my idea?

I *consider* it a very good one.

Think and *consider* can also mean *to give attention to or to go over in one's mind*. In this sense they can take the continuous.

I'm *thinking* of going to Florida for my vacation

We're *considering* her job application.

2. *Have* can describe an action and in this sense it can take the continuous.

They're *having* lunch.

Are you *having* a good time?

But when *have* is used to indicate possession, it is used in the simple form.

She *has* a new car.

He *has* no experience.

Do you *have* time to talk to me now?

B. Situation

Margaret Klein and Peggy Hill work at WNYN. They are talking about David Denton. Fill in the blanks with the simple present or present continuous form of the verb.

Example:

PEGGY: Where's Grace Lee?

MARGARET: She's (have) lunch with David Denton
She's *having* lunch with David Denton.

PEGGY: Is he a good candidate?

MARGARET: I 1. think he is. But he 2. have no previous work experience.

PEGGY: Has Bob Russo offered him a job yet?

MARGARET: Not yet. He 3. think about it.

PEGGY: What do you think of him?

MARGARET: I 4. think he 5. have a pleasant personality. He certainly 6. have a lot of enthusiasm
But I think he 7. have a tough time finding a job.

PEGGY: What did Grace Lee say about his qualifications?

MARGARET: She 8. consider them very carefully

PEGGY: Well, who's this Mike Horton?

MARGARET: He's the one who 9. have 15 years of experience in promotion and advertising.

PEGGY: Where is he now?

MARGARET: He 10. have an interview with the head of the advertising department.

PEGGY: Is Bob thinking of hiring him?

MARGARET: I'm not sure. He 11. think Horton 12. have a lot of potential, so I guess he 13. consider it

PEGGY: Is David Denton the only candidate Bob has for the cameraman job?

MARGARET: Yes. Bob 14. not consider anyone else right now.

3

Present perfect and present perfect continuous

A. Comment

One common use of the present perfect and present perfect continuous tenses is to express actions occurring within periods

of time that began in the past and continue up to the present. Notice the division of time in the chart.

| PAST ONLY | PAST-TO-PRESENT | | PRESENT |
|---|--|---|--|
| <i>Past Tense</i> Carol worked for a small company for five years. | <i>Present Perfect</i> She's worked at this TV station for three years. | <i>Present Perfect Continuous</i> She's been working at this TV station for three years. | <i>Present Continuous</i> She's working at this TV station now. |

- The simple past is used for lengths of time completely in the past. They do not continue up to the present.
- The present perfect continuous usually means that the action started in the past and continues up to the present. It always has this meaning when used with *for* or *since*.
I've been watching TV for an hour.
She's been living in Chicago since 1980.
- The present perfect usually has this past-to-present meaning when used with verbs of continuous duration (*live, work, study, etc.*): *They've lived here all their lives.* With these verbs, either the present perfect or the present perfect

continuous can be used to show that the action continues up to the present.

They've worked for this company for a long time. or They've been working for this company for a long time.

- State and perception verbs that do not usually occur in the present continuous do not occur in the present perfect continuous either. (See Comment 1A.)

How long *have you had* your present job?

I've known her all my life.

He's been here for a long time.

B. Practice

You are talking to a new friend. Notice the question forms:

A: I lived in California years ago.

B: *Oh? How long did you live there?*

A: Twenty years.

A: I'm living in Indiana.

B: *How long have you been living there?/How long have you lived there?*

A: Three years.

A: I'm working on my homework now.

B: *How long have you been working on it?*

A: Since seven o'clock.

Now you do it. Working with a partner, ask and answer questions with *how long*.

- I studied at the University of California.
- I worked in a factory once.
- I was in London once.
- I work in television now.
- I studied Spanish in school.
- I'm studying Chinese now.
- I'm looking for another job.

8. I worked for a newspaper once.

9. I live in a large apartment building.

10. I'm waiting for an interview.

11. I know your boss.

12. I play tennis.

13. I have two dogs.

C. Situation

Make a list of things you have, own, do or are doing, similar to exercise B above. Read your list to somebody else. Stop after each item and let the other person ask you a question starting with *how long*.

D. Discussion

Think about the present. Describe things you started doing some time ago and still do now. The following ideas may be helpful:

- Describe where you're attending classes, for how long and what you've learned.
- Do you have a job? Describe it and tell what you've done on the job.
- Do you play any sports? Describe what you do and how long you've been doing it.

UNIT 1 Dialog/Communication Practice

DIALOG

Listen to the dialog and complete David's part.

(Bob Russo's assistant, Margaret Klein, is introducing David.)

MARGARET: Mr. Russo, this is David Denton.

MR. RUSSO: How do you do?

DAVID: Glad (1) _____.

RUSSO: Come in. Please . . . sit down.

DAVID: Sorry (2) _____ . I—

RUSSO: That's all right.

DAVID: I (3) _____ be pretty (4) _____ , but (5) _____ —

RUSSO: I understand. Don't worry about it. Go ahead . . . please sit down. Now, let's see. . . . I have your resume here. I would like to ask you a few questions.

DAVID: (6) _____ . . .

RUSSO: You haven't had a job in television before, have you?

DAVID: Well, no, . . . actually, I (7) _____ . But (8) _____ camera (9) _____ ! In college (10) _____ I (11) _____ the camera crew (12) _____ years.

RUSSO: I noticed that in your resume. Was your work confined to studio productions?

DAVID: Oh, no. We (13) _____ a lot of field production (14) _____ . I . . . went out on assignments (15) _____ . We (16) _____ that was (17) _____ . I'd (18) _____ tell (19) _____ a little bit (20) _____ , if (21) _____ . It (22) _____ *Odyssey*. Maybe (23) _____ the (24) _____ ?

RUSSO: No, I'm afraid I haven't.

DAVID: There (25) _____ quite a nice write-up (26) _____ last year.

RUSSO: Well, . . . I . . . uh . . . see here that you graduated from college two years ago. You haven't been working since you graduated—is that right?

DAVID: Well, uh . . . I (27) _____ . But (28) _____ for (29) _____ .

RUSSO: Well, let me tell you a little bit about the job. (Thirty minutes later. The interview is almost over.)

RUSSO: Well, I think that with the camera experience you've had, you should be able to do the work all right. But it's going to be a lot different than the kind of thing you've been used to.

DAVID: (30) _____ ?

RUSSO: Well, I'm thinking particularly about the question of handling responsibility.

DAVID: Oh, I (31) _____ having (32) _____ ! In (33) _____ , I (34) _____ produce shows (35) _____ . I had (36) _____ .

RUSSO: That's just the point I'm trying to make. Here at WNYN, a cameraman works as an assistant to a reporter.

DAVID: (37) _____ ?

RUSSO: Yes. And the reporter's the "boss," so to speak.

And the reporter tells you what to do on each assignment

DAVID: Oh . . . Well, uh . . . wouldn't be (38) _____ . . . I . . . I don't mind (39) _____ .

RUSSO: Hmm. I'd like to set up an interview for you with Grace Lee, our chief program coordinator.

DAVID: You mean (40) _____ ?

RUSSO: I'd say there's a good chance. We need a cameraman right away. But I want you to talk with Ms Lee before we make a final decision.

COMMUNICATION PRACTICE

Apologizing

David was late for his appointment. He said:

Sorry I'm late.

Bob Russo responded:

That's all right.

Comment

Here are some expressions of apology:

| | |
|--------------------|---------------------------|
| Sorry. | I'm terribly sorry. |
| I'm sorry. | I feel terrible about it. |
| I'm awfully sorry. | Oh, I'm so sorry. |

Situation

You are at a party and the following things happen. Choose one of the expressions above to complete each apology. You may use some of the expressions more than once.

- You arrive an hour early: _____ . I got the time mixed up.
- You spill coffee on the rug: _____ . Let me help you clean it up.
- You break a glass: _____ .
- You go into the wrong room and wake up the baby _____ . Will she be able to go back to sleep?
- Your party is so loud that it disturbs the neighbors _____ . We'll turn down the music.
- You knock a lamp off the table and break it: It was such a beautiful lamp. _____ .
- You forget someone's name: _____ . I've forgotten your name.

Note that apologies are often followed by an excuse or a comment of some kind.

Apologize for other embarrassing things you might do at somebody's house or office.

LISTENING

David Denton has been attending classes given at the college to help prepare people who are going to be applying for jobs.

Getting Ready to Listen

1. How do you feel when you are in an interview situation with either a prospective employer while looking for a job or with a teacher while talking about academic problems?
2. If you were being interviewed by a prospective employer, how would you try to conduct yourself? What kinds of things would you tell the interviewer about yourself?
3. Suppose you were an employer. What qualities would you look for in someone applying for a job with you?

Vocabulary

sell yourself: convince others of your abilities

on the line: in a situation where you have to prove yourself

a mock interview: a pretended interview, for practice

freeze up: get tongue-tied; be unable to speak due to fear

do it cold: [informal] do it without a rehearsal; without previous preparation

(right) off the top: [informal] without thinking about it; spontaneously

primed: prepared

Now listen to the interview. 

Comprehension Checkup

Choose the phrase that correctly completes each statement, based on the interview.

1. The adviser suggests that if you're nervous, you should
 - a. use your nervous energy to present a positive image of yourself.
 - b. try to make the interviewer think you are calm and confident.
2. After practicing with friends in a mock interview, David says
 - a. the real interview comes out just perfect.
 - b. he still tends to freeze up in the real interview.

3. The adviser thinks

- a. it is important to stick to the central issue of the interview.
 - b. some casualness and reference to outside interests can be good.
4. If you do talk about outside things, such as hobbies, you should
- a. brief yourself first on what your strongest points are.
 - b. relate them to the job you are applying for.
5. Employers are often eager to find employees that
- a. have several years of experience.
 - b. are positive about themselves.

Listening for Emotion

The adviser tells David that a strong, positive attitude about his own success will work in his favor. Yet, during this interview David expresses uncertainty, doubt and nervousness.

Listen to the interview again. How does David show his nervousness?

Transfer

Do a job-counseling session similar to the one you listened to on tape. Prepare notes with questions, problems, advice, etc. in advance.

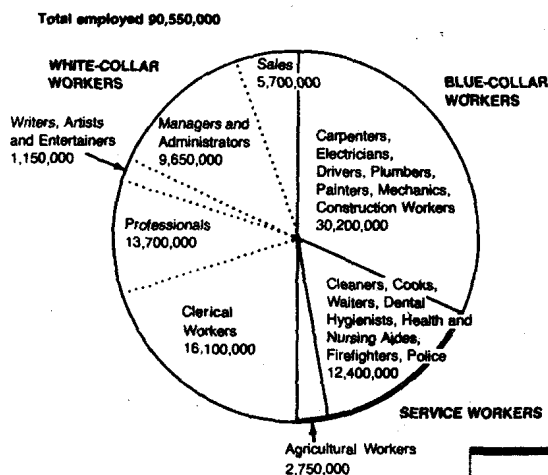
Job-counseling session:

SPEAKER 1: person getting ready to go out and apply for a job (has specific problems and questions to discuss with the adviser)

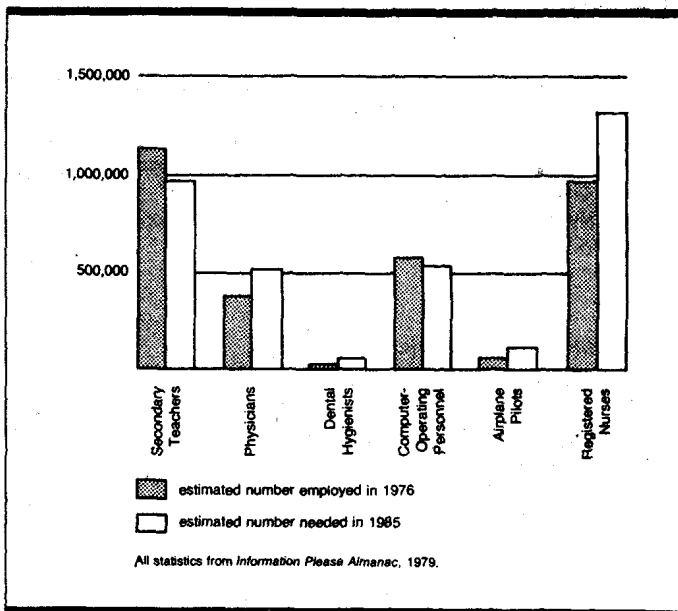
SPEAKER 2: adviser (has specific suggestions to make)

UNIT 1 Reading

Graph 1. Distribution of Workers in Occupations in the United States, 1977.



Graph 2. Anticipated Changes in Employment in Various Occupations in the United States, 1979 to 1985.



Words and Expressions

clerkal worker: a person who works as a clerk or office worker (typist, secretary, etc.)

professional: a person who works in a job that requires lots of knowledge and training, such as law, medicine, dentistry, etc.

physician: a medical doctor

Comprehension Checkup

Read each sentence below and write 1 if it applies to Graph 1, 2 if it applies to Graph 2, and 1-2 if it applies to both of them.

- _____ 1. This graph gives information about the future.
- _____ 2. This graph gives information about only one year.
- _____ 3. This graph shows numbers of people in various jobs.
- _____ 4. This graph gives figures on all workers in the United States.

Reading UNIT 1

Finding Facts

Use the graphs to answer the following questions:

1. What are the four major types of workers?
2. How many people were employed in agricultural work in the United States in 1977?
3. Which category of white-collar workers had the largest number of workers?
4. Which category of white-collar workers had the smallest number of workers?
5. What are two examples of blue-collar jobs?
6. Which two occupations will require fewer workers in 1985 than in 1976?
7. In 1985 will there be more computer-operating personnel or more airplane pilots?
8. In 1985, which occupation will require the greatest number of workers?
9. Which occupation will have the greatest percentage increase from 1976 to 1985?
10. Which occupation will require the fewest workers compared to the other occupations?
11. Which graph would be most useful to you in planning a career?
12. Which graph would give a better idea of what people do for a living in the United States?

Vocabulary Building

WNYN interviewed an economist about the future of the labor force. Use the list of words below to choose the correct word form for each blank in the interview.

| VERBS | NOUNS | ADJECTIVES |
|------------|--------------------------|-------------|
| distribute | distribution | distributed |
| estimate | estimate (= calculation) | estimated |
| | estimation (= opinion) | |
| anticipate | anticipation | anticipated |
| employ | employment | employed |

WNYN: What kinds of changes in the work force do you 1. anticipate in the next five years?

ECONOMIST: For decades, heavy, labor-intensive industry has been a major source of 2. employ in the country. Recently, we've seen the work force become increasingly 3. distribute among the service industries and I think that this trend will continue. In addition, certain relatively new industries are going to grow very rapidly and 4. employ many more people than they do now. The information processing field is one of those. I 5. estimate that this field will double its number of employees over the next decade.

WNYN: Is that 6. estimate based on firm data?

ECONOMIST: Not really. But I feel that this industry is making important technological strides and the 7. anticipate in the computer industry is that more and more people will be using computers for all sorts of purposes. Why, I saw one 8. estimate that said that 50% of all families in the United States would have a home computer by the year 1990. That's going to 9. employ a lot of people!

WNYN: Predictions about future employment opportunities are important to many people—especially those young men and women who 10. anticipate entering the work force soon. Just how much faith can they put in the predictions of economists such as yourself?

ECONOMIST: Well, it's easy to make accurate 11. estimate about the future 12. distribute of workers in some fields—we will need fewer people in education throughout the '80s, for example. But in my 13. estimate, it's difficult for us to 14. anticipate very many major trends in 15. employ with much accuracy at this time.

Discussion Topics

1. Do you have a job now? What do you do? How did you get into this field?
2. What do you like about your job? (If you are a full-time student, consider that your job.)
3. Do you think that the kind of job you have will eventually become obsolete? Is there anything about your job that could not be taken over by computers?
4. What jobs do you think will become obsolete in 100 years?
5. What new kinds of jobs will there be in the 21st century?
6. What jobs do we have now that didn't exist 100 years ago?

Writing Topics

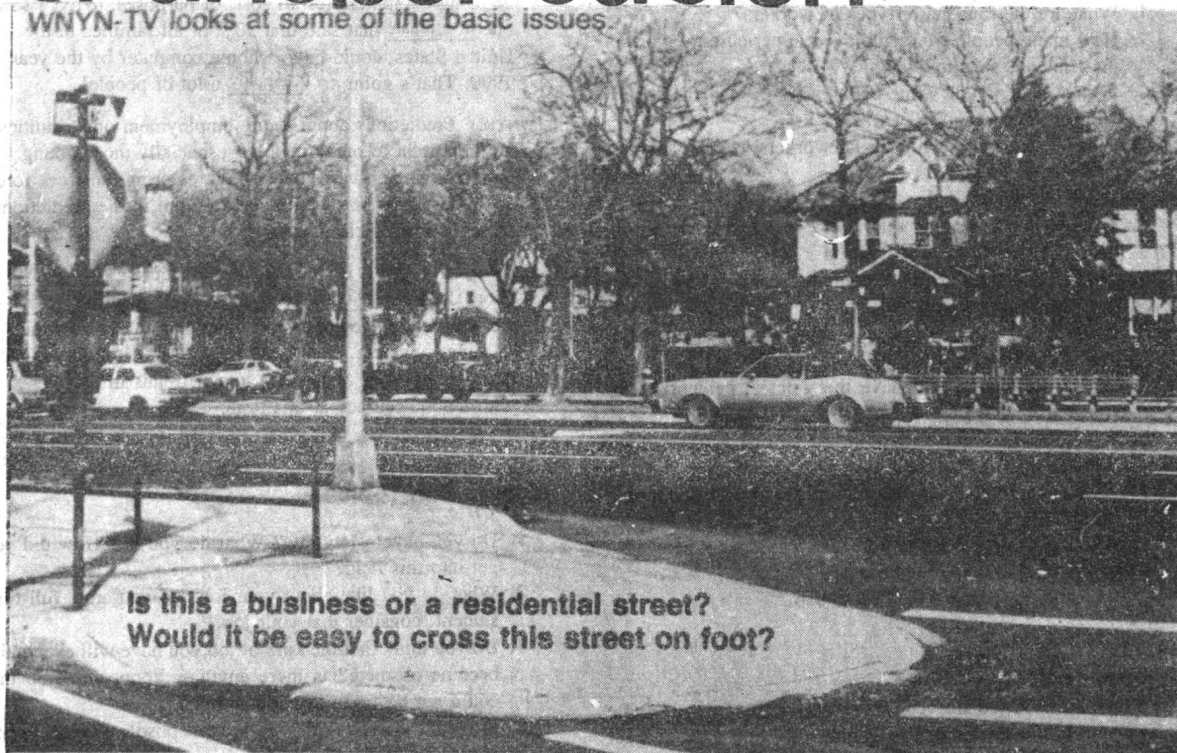
Choose one of the topics and write a composition of 250–300 words.

1. Do people now have the same attitudes towards work and their jobs as people did 100 or 200 or 300 years ago? Discuss the changes or the similarities in attitude and possible causes for the changes.
2. Describe the most important achievement of your life. What did you do? Why was it important to you? How has it changed your life?
3. Describe what you consider would be the ideal job or career. Include details about hours, pay, working conditions and duties.

unit 2 transportation

PUBLIC OR
PRIVATE?

WNYN-TV looks at some of the basic issues.



Is this a business or a residential street?
Would it be easy to cross this street on foot?

1

Center Avenue is like a thousand other roads in any big city. Crowded with the heavy trucks and other vehicles that use it every day, it is very busy and noisy. Mrs. Norma Clay, who lives near it, describes it as "a death trap and a scandal."

A lot of children cross it every day on their way to school. Her eight-year-old son, Donald, is one of them. A few days ago a huge truck almost hit him, and he was almost killed. Mrs. Clay says:

The road is far too dangerous for children to cross, and the authorities know it. But they refuse to do anything about it. We want them to build a bridge or a tunnel. But they say it costs too much. How many children have to get hurt or killed before they do something?

Only last month a truck hit another child.

Doctors tried to save him, but he died. Every year thousands of children die or are badly injured on our streets and highways.

Ask and Answer

Imagine you are a reporter for WNYN. Interview first Mrs. Clay then a city official.

Ask Mrs. Clay:

1. How near _____?
2. How often does your son _____?
3. How many other children _____?
4. Why do you think _____?
5. What do you think _____?

Ask the city official:

1. Why can't you _____?
2. How much does a bridge _____?
3. Do you know how many children _____?
4. What happened last month when _____?

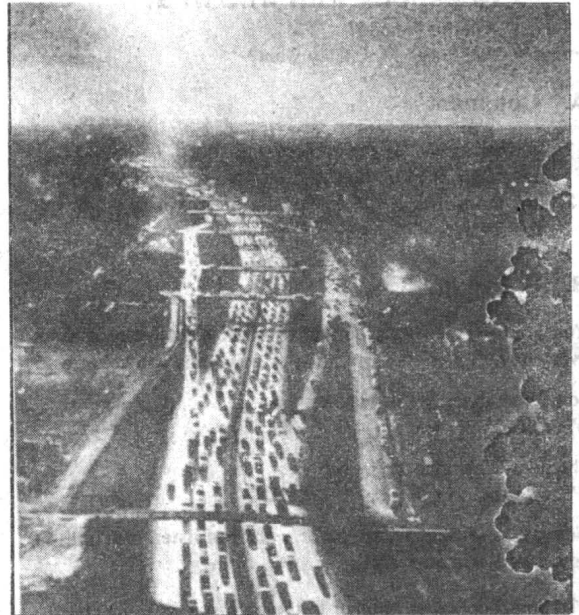
How does the air look? Do you think it's healthy?

2

Cities can die too. Some cities are already dead. Why does this happen? Who or what is responsible? One cause is traffic jams. Traffic jams like this happen every day. People get headaches and lose their tempers because they can't move. These traffic jams also cause noise and air pollution. The air becomes harmful to breathe. Trees and plants are killed by the chemicals in the air. People are being killed by this pollution too. Our cities are being destroyed by automobiles, and the problem is getting worse all the time.

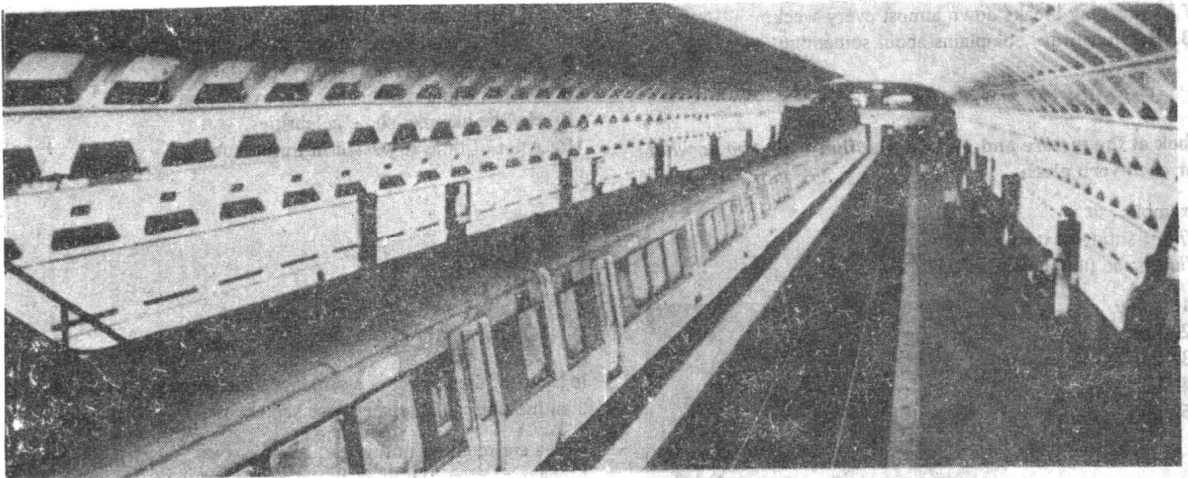
Ask and answer questions beginning with:

1. How often _____?
2. Why _____?
3. What _____?
4. What _____?
5. Are only plants and trees _____?
6. By what _____?
7. Is the problem _____?



3

Is this a new or an old subway station? Would you enjoy taking trains like this to work?



Perhaps public transportation is the answer. The problem is that public transportation is often slow and very crowded. Schedules are not always reliable. In some cities, public transportation is uncomfortable or even dangerous. But more and more cities are building clean, safe and convenient systems of mass transportation. As the systems improve and driving becomes less convenient, more and more people are taking some form of mass transportation to get to work.

Ask the people in your class:

1. how they get to school/work
2. how they prefer to travel
3. what the advantages/disadvantages are of their present means of transportation

UNIT 2 Grammar

1

Questions with *who/what*

Who hit Donald?

What does Mrs. Clay want?

A. Comment

1. If *what* or *who* is the subject (the "doer" of the action), do not use the question auxiliary words *do*, *does* or *did*.
2. If *what* or *who* is the object, use the auxiliary words *do*, *does* or *did*.

B. Situation

You are interviewing a person who takes the train to work every day. Notice the two kinds of questions you could ask.

Something gives her headaches.

What gives you headaches?

She does something every day.

What do you do every day?

Now ask questions with *who* or *what* and listen carefully to your partner's answers.

1. Someone drives him/her to the train station every day.
2. Something happens when it rains.
3. Something often comes late.
4. He/She always sees someone on the train.
5. The conductor always collects something.
6. Something is always very crowded.
7. Something breaks down almost every week.
8. He/She always complains about something.

C. Practice

Look at the picture and make a question with *who* or *what* for each verb given.

Example: sit

Who is sitting next to the fat man? or

What is the fat man sitting on?

1. smile
2. hold
3. fall
4. talk
5. play



2

Questions with *how much/how many*

A. Comment

1. Use *how much* before noncount nouns and *how many* before plural count nouns.
2. The same rules for *what* and *who* apply for *how much* and *how many*. When they go with the subject, you do not use the question auxiliary words *do*, *does* or *did*. (See Comment 1A.)

B. Situation

You are interviewing a bus driver. Ask questions with *how much* or *how many*.

Examples:

Many people take the bus to work.

How many people take the bus to work?

He takes in a lot of money every day.

How much money do you take in every day?

1. He/She gets a lot of crazy questions every day.
2. Accidents happen on this street every day.
3. The bus driver sees accidents every week.
4. He/She knows other bus drivers.
5. His/Her bus uses a lot of gas.
6. He/She spends some money on his/her lunch each day.
7. He/She works many hours every day.
8. Many people ride his/her bus every day.
9. He/She has met some celebrities.
10. A lot of time is wasted in traffic jams.

3

Passive

A. Comment

In English, the subject of a sentence usually has more emphasis than the object. Compare these sentences:

Buses are repaired in this garage. (passive)

Mechanics repair buses in this garage. (active)

If you want to focus attention on the buses, use the passive sentence. But if you want to focus attention on the mechanics, use the active sentence.

To indicate the "doer" of the action in a passive sentence, use *by*:

Buses are repaired *by mechanics* in this garage.

B. Situation

A reporter is interviewing Dr. Campbell, a specialist in environmental protection. Respond as Dr. Campbell does.

Examples:

REPORTER: Do cars cause any damage?

CAMPBELL: Yes, a lot of damage is caused by cars.

REPORTER: Are cars destroying our cities?

CAMPBELL: Absolutely. Our cities are being destroyed by cars.

1. Do any trucks use this road?
2. Are trucks using it now?
3. Do trucks make much noise?
4. Do trucks cause any damage?
5. Is anyone organizing a protest march?
6. Are several people organizing it?
7. Does traffic cause any problems?
8. Are the authorities doing anything about traffic problems?

4

Present continuous: extended meaning

A. Comment

The present continuous form can also be used to indicate actions or attitudes that are continuing to develop. Some common verbs used with this meaning are:

| | | |
|----------------------|--------------------|--------|
| start (to + verb) | get (+ adjective) | change |
| begin (to + verb) | grow (+ adjective) | rise |
| become (+ adjective) | prepare | fall |

It's *starting to rain*.

My small town *is changing* into a city.

My work *is getting* more difficult.

You'd better put on a sweater. The temperature *is falling*.

The students *are preparing* for their next exam.

B. Discussion

Think of things you have read in the newspaper or heard on the news. Use verbs from the list in 4A to complete the sentences.

Example:

The cost of living *is rising*. As a result, people *are becoming angry*.

1. There's a war on in _____. People there are _____ing _____.
2. There's an economic crisis in _____. People are _____ing _____.
3. The next Olympic games will be in _____. Already people there are _____ing _____. Athletes are _____ing _____.
4. There'll be an election soon in _____. Candidates for office are _____ing _____.
5. It's (*season*) in _____. The trees and flowers are _____ing _____. People are _____ing _____.
6. Labor conditions are poor in _____. Workers across the nation are _____.

5

Adjective + Infinitive

The air becomes impossible to breathe.

A. Pattern

The air is impossible to breathe.
It is impossible to breathe the air.

B. Practice

Make more sentences like this:

It's difficult to find parking places.

Parking places are difficult to find.

It's easy to get a taxi in this city.

A taxi is easy to get in this city.

1. It's expensive to build a good public transportation system.
2. But in the long run they are more economical to build.
3. Of course it's not as comfortable to ride in them.
4. It's more comfortable to ride in a big Cadillac.
5. But it's getting more and more expensive to buy gas.
6. Pollution is also difficult to live with.
7. Perhaps in ten or twenty years our cities will be more pleasant to live in.

C. Discussion

Make some more sentences of your own, using this construction. For example, talk about the place you live in and compare it with another place you know, like this:

I think London is pleasant to live in, but I feel that Paris is far more exciting to visit.

UNIT 2 Dialog/Communication Practice

DIALOG

Listen to the dialog and complete Marsha's part.

GRACE: What did they say about the viewer survey report?

MARGARET: The information's being prepared now. They promised we'd have the complete report in a couple of weeks.

GRACE: Oh, what takes them so long with these things?

They're not much good to us if we don't get them promptly. Well, . . . let's get started. This is going to be a very short meeting. Uh . . . Where's David?

MARGARET: I don't think he's come in yet. He does know about the meeting.

GRACE: Hmm . . . Well, we'll go ahead without him. I've got another appointment at eleven thirty. Now, . . . I want to go over plans for our special features this month. What have you got, Marsha?

MARSHA: First of all, there's (1) _____.

GRACE: Right. How much have you done on that so far?

MARSHA: (2) _____ . Oh! I finally (3) _____ . He said (4) _____ . And I'm (5) _____ !

GRACE: Oh, good! We've scheduled that for the twenty-third. Are you going to be ready by that time?

MARSHA: Oh, (6) _____ .

MARGARET: Is that going to conflict with the dates for the Denver project?

GRACE: No, . . . No, the trip will be the week after that.

MARGARET: Bob's really excited about that one.

MARSHA: (7) _____ talking about? (8) _____ trip? (9) _____ "Denver Project"?

GRACE: Well, . . . Bob wants to talk to you about that himself. All I can say is that it's going to be the biggest and most important assignment you've ever had at WNYN.

MARGARET: He just got the final O.K. this morning to go ahead with the project.

GRACE: Well, let's see . . . Any problems? Uh . . . How many other deadlines do we have? Uh . . . Are we all set for Friday's program on the airline strike?

MARSHA: Yes. And (10) _____ the housing industry (11) _____ noise pollution . . . They're (12) _____ edited (13) _____ .

MARGARET: Oh, it's eleven thirty, Grace. Time for your appointment.

GRACE: Oh, O.K. I'd better go. Uh . . . we'll get together again on Thursday.
(Marsha goes back to her office . . . She finds David there.)

MARSHA: David! You (14) _____ .

DAVID: I just walked in. Got tied up this morning. You know the program you want to do on the new hospital?

MARSHA: Yes, of course. We're (15) _____ go over there (16) _____ .

DAVID: Yeah, I know. Well, I spent three hours with the people at the hospital this morning, and planned the whole thing. I think they understand what they're supposed to do when we do the recording on Tuesday.

MARSHA: (17) _____ over there (18) _____ ?

DAVID: Yeah . . . Well, I was passing by and I thought I might as well stop in and set things up for Tuesday. I thought you'd be happy about . . .

MARSHA: David! (19) _____ do (20) _____ thing? You (21) _____ what kind of (22) _____ !

DAVID: Oh, I think you'll like the story angle I came up with.

MARSHA: That's (23) _____ ! (24) _____ a team. I'm (25) _____ story, and (26) _____ the video . . . (27) _____ ?

DAVID: Sorry. It won't happen again . . .

COMMUNICATION PRACTICE

Introducing a New Subject

Marsha was talking to David about the meeting. David ignored her comment and brought up a new subject. He said:

You know the program you want to do on the new hospital?

Comment

Very often speakers will introduce a new subject of conversation by using a question or statement that arouses the interest of the listener. When the listener already knows something about the new subject, expressions like these are used:

A: (Do) You know the program you want to do on the new hospital?

B: Yes. What about it?

A: (Do) You remember the man we met on the train?

B: Yes, of course. What about him?

A: (Do) You remember my telling you about the new guy at the office?

B: Yeah. What about him? Isn't he working out?

When the listener doesn't know anything about the new subject, expressions like these are used:

A: You'll never guess who I saw today.

B: Really? Who?

A: You wouldn't believe what happened at the office today!

B: What? Tell me.

A: Something awful happened to me today. My wallet was stolen on the bus.

B: How terrible! Did you have much money in it?