

# Kernel Lessons *Plus*

STUDENTS' BOOK

A post-intermediate course

ROBERT O'NEILL



# **Kernel Lessons *Plus***

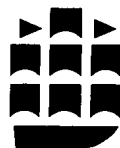
A post-intermediate course

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Eurocentre



Longman

## Foreword

The first four publications from the Eurocentres were intended solely for the teacher. The fifth, *English in Situations*, was course material for the use of both teacher and student.

*Kernel Lessons Intermediate* was a new development in that it contained a full programme of material specially designed for the student. We believe that with *Kernel Lessons Plus* we are continuing to meet a real need, and that teachers and students at this particular level will find more interest, satisfaction and challenge in both language teaching and learning.

The accompanying Teacher's Book gives a full description of how this material can be put to the best use. Both the techniques recommended and the material itself are based on long experience of English language teaching gained at the English Eurocentres. Whereas the use of language is somewhat controlled initially, the final objective of this book is that the student should be able to express his ideas fluently in his own manner.

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.

## Acknowledgements

Many many people deserve thanks for help given while this book was being written. I can mention only a few of the many. They are:

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The staffs of the London and Bournemouth Eurocentres who, as before, contributed a mass of very useful comment, criticism and suggestions.

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Robert O'Neill  
October, 1972.

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# To the student

*Kernel Lessons Plus* is designed for students who have acquired a basic knowledge mastery of the patterns and structures in books such as *Kernel Lessons Intermediate*. This book will build upon this foundation, revise it, and further extend it.

*Kernel Lessons Plus* is designed to do these things.

- (a) It will give you a chance to look again at some of the most important things in English, but you will learn *new uses* of these things here.
- (b) It will introduce you to a great number of completely new patterns, forms and structures.
- (c) It will introduce you to many of the ideas and themes that people all over the world are talking about in the 1970s, and will still be talking about in the 1980s. But, just as important, it will introduce you to the language you will need to talk about these things yourself.
- (d) It will introduce you to a wide variety of everyday situations and conversations.
- (e) It will give you a chance to listen to tape recordings of English people speaking naturally and at normal speed. There are special pages throughout the book that give you the meaning of some of the words they use, and ask you questions about what they say.
- (f) It will give you a chance to use English to say *what you want to say* and not just what is in the book. There are a large number of special questions for discussion and also a large number of special exercises (called "transfer exercises") that make you think of your own examples of what you have learned and make you use these examples in everyday situations.

To make use of *Kernel Lessons Plus* please note the following things.

- (a) The book has fifteen units
- (b) Each unit is divided into two lessons. In other words there are thirty lessons in all.
- (c) Each unit is about a particular theme, such as "Crime and Punishment", "Inflation", etc.
- (d) Each unit has the following parts:

## 1 Texts and Pictures

These are very short texts about the "theme" of each unit. You must do far more than simply read and understand these texts. *You* must often ask questions, answer questions, and use the language of the texts to discuss the ideas in them.

## 2 Grammar exposition and exercises

This consists of two pages of comment and exercises. The comment is very short and not too technical. The exercises will help you to find out if you *can use* what you have learned in a variety of new situations.

## 3 Intensive listening

This is the page in each unit that goes with the tape recording of people speaking quickly and naturally.

## 4 Short story excerpt

This is a short text. Each text is about three radio reporters and their secretary, and the problems they have. There are special vocabulary and other exercises.

## 5 Dialogue

This is always a short conversation. It is always based on the short story excerpt you have just read. There is a tape recording of each conversation. You must listen to it, or to the teacher reading it. On this page one part of the conversation is always missing. This is the part you must listen to very carefully and later play yourself. You will learn a lot of everyday language, useful phrases and patterns when you do this.

## 6 Summary and revision

This is always the last page of the unit. It explains small points, does special revision and gives you homework.



# 1

## UNIT 1

# Traffic in our cities



1

This is a traffic jam. Most of these people are trying to get to work. They all work in the city but few of them live there. They are feeling very angry and frustrated at the moment because the traffic is hardly moving. Traffic jams like this happen every day. The problem is getting worse all the time.

### Paired Practice

Imagine you are a reporter. You are interviewing some of the drivers in this traffic jam. What questions do you ask? Give the answers as well!  
You want to know:

- 1 where they are going
- 2 where they work
- 3 where they live
- 4 how they are feeling at the moment
- 5 why
- 6 how often these jams happen
- 7 if things are getting better

2

This policeman is directing traffic in the centre of London. He does this every day. He often suffers from headaches. He simply does not get enough oxygen.

### Questions

Ask the policeman:

- 1 what he is doing
  - 2 if he does this every day
  - 3 why he suffers from headaches
- Give the answers as well.



3

Professor Colin Campbell is a famous traffic expert. He believes that most of our cities are dying. "Most of our cities are being destroyed by the motor car," he is saying. At the moment he is being interviewed on television.

### Questions

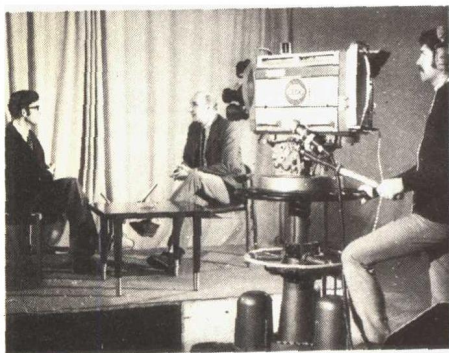
a

- 1 Who is this man?
- 2 What does he believe?
- 3 What is happening at the moment?

b

Now interview him yourself. Ask:

- 1 what is happening to our cities
- 2 what they are being destroyed by



# Mother says "It's a scandal!"

Craven Road looks like a thousand other roads. But Mrs. Nora Clay describes it as "a scandal and a death trap". She is organising a protest march.

Her eight year old son, Donald, walks along Craven Road every day and crosses it on his way to school. More than 100 other schoolchildren do the same thing. The road is also used by heavy lorries and other motor traffic all day long. Yesterday Donald was knocked down by a lorry and almost killed.

"The road's far too dangerous for children to cross alone," his mother said. "There aren't even any traffic lights there! The authorities know how dangerous it is but they never do anything about it! Two other children were knocked down at the same place last month. One of them was almost killed."

Mrs. Clay's son is still in hospital. "He's suffering from shock but luckily no bones were broken," a doctor said.

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4

This newspaper article presents another aspect of the traffic problem.

## Questions

You are interviewing Mrs Clay.  
Ask her:

- 1 how old her son is
  - 2 how often he uses Craven Road
  - 3 why he walks along it every day
  - 4 if he is the only child who does this
  - 5 what sort of traffic uses the road
  - 6 if he was knocked down by a car
  - 7 if there are any traffic lights there
  - 8 if the authorities know how dangerous it is
  - 9 why she thinks it is so dangerous
  - 10 if a child was killed there last month
  - 11 where her son is now
  - 12 if any bones were broken
  - 13 what is wrong with him
- Give the answers as well.

## Transfer

You probably use a busy road every day on your way to work or to school. Describe where you cross it, what sort of traffic uses it, if there are any traffic lights there, etc.

What causes headaches?  
What does the policeman  
suffer from?

#### 1a

Imagine you are interviewing the policeman. Notice the two different question constructions.

You know that *something* causes his headaches.  
You ask, "What causes your headaches?"  
You know that *he* suffers from *something*.  
You ask, "What do you suffer from?"

#### 1b

Comment

- 1 If *what* or *who* is the subject, the *doer of the action*, do not use the question auxiliary (*do*, *does*, *did*).
- 2 But use the auxiliary if *what* or *who* is the object, and if you are using a *full verb* (not *be* or any of the modals like *can*, *should*, *must*, *ought to*, etc.).

#### 1c

Now ask the policeman questions with *who* or *what*. You know that:

- 1 something gives him headaches
- 2 someone uses the road every day
- 3 something happens every morning
- 4 he does something every day
- 5 someone helps him when there is a traffic jam
- 6 he wears something when it rains
- 7 he does something when there is an accident

#### 1d

Transfer

You are also interviewing a motorist. Ask various questions beginning with *who*, *what*, *what sort of*, etc. Ask:

- 1 what sort of petrol he uses
- 2 what sort of car he drives
- 3 who (if anybody) travels with him every morning
- 4 what gives him the most trouble with his car

- 5 who he hates most, traffic policemen or other motorists
- 6 what causes the traffic jams

Think of more questions you might ask about the cost, how crowded the roads are, which roads he uses to get to work, what he does when he is in a traffic jam, etc.

How many children use this  
road? How many children  
does Mrs Clay know?

#### 2a

Comment

The same rule applies to *how much* and *how many*. When they go with the subject the question auxiliary is not used.

#### 2b

Now ask the motorist questions with *how much* or *how many*. You know that:

- 1 other motorists use the same road
- 2 accidents happen on the road every day
- 3 he sees accidents every week
- 4 he knows other motorists
- 5 his car uses petrol
- 6 he spends money on his car
- 7 Super X Petrol costs money
- 8 other motorists use Super X Petrol

**This policeman is directing traffic. He does this every day.**

### 3a

Describe what you do every day or week. Talk about:

- 1 when you get up
- 2 when you go to work
- 3 when you have breakfast, lunch and dinner
- 4 what you do in the evening

### 3b

Now imagine that two friends of yours (we shall call them simply A and B), are discussing you. They know your daily habits.

**A: I wonder what . . . . is doing now?**

**B: Well (looking at his watch), it's . . . . now, so . . . . is probably . . . .ing.**

### 3c

Now use this 'conversation frame' for various times of the day. What would A and B say about you, for example, at:

- 1 7 in the morning
- 2 12 noon
- 3 3 in the afternoon
- 4 6 in the evening
- 5 8 in the evening
- 6 midnight
- 7 other important times of the day

**The problem is getting worse all the time.**

### 4a

The present continuous form can also be used for things that *may not be going on at the actual moment you speak*. In this example it is used for something that is *in one phase of developing in the present*. Use

it yourself this way. Think of things you have read in the papers, like these:

- 1 There's a war on in . . . . . The people there are . . . .ing.
- 2 There's an economic crisis in . . . . . A lot of people are . . . . .
- 3 The World Football Championship is going to take place soon. The different countries are already . . . . .

### 4b

Think of more examples yourself. Talk about:

- 1 the cost of living
- 2 the trees and flowers at this time of the year
- 3 other things that are developing at the moment but may not actually be going on as you speak

### 5

Active – Passive

Use the passive as Professor Campbell does here. Notice that sometimes he uses the continuous passive (*is being done*).

**REPORTER: Do cars cause a lot of damage?**

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

**REPORTER: Are cars destroying our cities?**

**CAMPBELL: Yes, cities are being destroyed by cars.**

- 1 Do lorries use this road?
- 2 Are lorries using it now?
- 3 Do lorries make a lot of noise?
- 4 Is a lorry making that noise now?
- 5 Is Mrs Clay organising a protest march?
- 6 Are other people helping her?
- 7 So, traffic causes a lot of problems.
- 8 Are the police doing something about it?

## UNIT 1

Professor Colin Campbell, whose picture is on page 8 (text 3) is being interviewed about traffic in our towns.

## 1

Text (shortened and adapted)

**Our cities are dying physically. In most city centres some of the oldest and finest buildings are crumbling; literally falling to pieces. On the one hand, the foundations are being shaken by all the heavy traffic and, on the other hand, the bricks and mortar are being eaten away by the fumes from the traffic. It's a slow process but it's going on even though you can't see it.**

**Far more serious things are happening. The buildings can always be replaced but what about the air? You can hardly breathe it any more in our cities. And think of the noise. Nowadays most city centres are simply too noisy to live in. We've got to live with the motor car but we've got to become its master and not its slave.**

## 2

Vocabulary

*crumbling*: falling to pieces.

*literally*: (here) without exaggeration.

*foundations*: the basis of the building.

*bricks and mortar*: the materials a building is made of.

*fumes*: the gases that come out of cars.

*The buildings can be replaced*: other buildings can be put in their place.

*We've got to become its master and not its slave*: we must learn to control it. We cannot let it control us.

## 3

Questions (to be answered after you have listened to the tape)

- 1 Why does he say our cities are dying?
- 2 What are the things that are causing this?
- 3 What sort of process is it?
- 4 He says there is something even more serious. What?
- 5 What exactly does he say about (a) the air (b) the noise?
- 6 Does he say the motor car is the only cause of all this?
- 7 What does he say we've got to do?

## 4

Practice

**The process is going on. You can't see it.**  
**The process is going on *even though* you can't see it.**

Combine these sentences in the same way.

- 1 He didn't want to eat anything. He was hungry.
- 2 This street is very quiet. A lot of traffic uses it.
- 3 The building is crumbling. We've spent a lot of money on it.
- 4 Nobody wants to do anything about this problem. Everybody knows it is serious.
- 5 He didn't pass the test. He studied all weekend.

## 5

Discussion (and/or extended writing)

Most cities have buses and other means of public transport. Why, in your opinion, do so many people still prefer to use their own cars?

Linda Blake is a young journalist. She is going to an interview for a job with the EBC.

1

Story

The interview was at 10 o'clock. The company's headquarters was near Marble Arch, in the centre of London.

She got on a bus at 9.15. It was a No. 79. The conductor asked for her fare. She told him she was going to Marble Arch.

"We don't go to Marble Arch. This is a 79. You want a 79A," he said. Then he told her she could catch a 79A at the next stop.

She got off and waited at the next stop. She looked at her watch. She did not have very much time. Another woman was at the stop, too. She told Linda that the 79A did not stop there but up the road.

Then she asked Linda where she wanted to go.

"Marble Arch," Linda answered. "You want an 89B, then, not a 79A!" the woman said.

Linda got on an 89B. It was now 9.45. Marble Arch was only a mile away. She asked the conductor how long it took to get there.

"It takes about half an hour this time of the day. It's all the traffic. If you're in a hurry, you ought to take the Underground or walk. It's much faster!" the conductor answered.

2

Multiple Choice

Choose the best answer: (a), (b), (c) or (d).

- 1 The bus came along and Linda . . . . it.  
(a) mounted (b) rose (c) got on (d) got off
- 2 The fare is . . . .  
(a) the distance you travel (b) the money you pay  
(c) a ticket from the conductor (d) the driver
- 3 She asked how long it . . . . to get to Marble Arch.  
(a) needed (b) put (c) made (d) took

3

Questions

- 1 Where did Linda want to go?
- 2 Why did she want to go there?
- 3 What happened on the first bus?
- 4 What did Linda find out after she had got off the first bus?
- 5 Describe what happened on the second bus (the 89B).

Practice

4a

Imagine the conductor said all these things to Linda. Transform them like this.

"You're on the wrong bus."

He told her she was on the wrong bus.

- 1 "You want a 79A."
- 2 "You can catch one at the next stop."
- 3 "It's faster on the Underground."
- 4 "It takes a long time to get there."
- 5 "The traffic is getting worse."

4b

Imagine the woman at the stop asked Linda these questions. Transform them like this.

"Where do you want to go?"

She asked Linda where she wanted to go.

- 1 "Which bus do you want to catch?"
- 2 "Where do you want to get off?"
- 3 "Why do you want to go to Marble Arch?"
- 4 "When do you have to be there?"
- 5 "What do you want to do there?"

5

Transfer

You are a foreign student in England. You are standing at a bus stop. A woman begins asking you questions beginning, "Why do you want . . . ?" "Where do you . . . ?" etc. Think of some of the questions. Then transform them into sentences beginning, "She asked me . . . ."

## UNIT 1

Listen to the dialogue on tape. Then use this skeleton to reproduce what Linda said.

## 1

Dialogue

*On the 79*

CONDUCTOR: Fares, please. Any more fares?

LINDA: . . . .

CONDUCTOR: You're on the wrong bus. We don't go to Marble Arch.

LINDA: . . . . you? I thought . . . .

CONDUCTOR: No. This is a 79. You want a 79A.

LINDA: . . . .? Where . . . . one?

CONDUCTOR: Get off at the next stop.

*Waiting at the stop*

LINDA: . . . . me. . . . know . . . . the 79A . . . . here?

WOMAN: The 79A? No, it stops up the road.

LINDA: But a conductor told me . . . . here.

WOMAN: Oh, don't believe what those conductors tell you, dear. They don't know what they're talking about. Where d'you want to go, then?

LINDA: Marble Arch. And . . . . much time, . . . .

WOMAN: Marble Arch? You want an 89B, then. Look! One's coming now!

*On the 89B*

CONDUCTOR: Fares, please.

LINDA: . . . . please. Uh, you *do* . . . . Marble Arch, . . . .?

CONDUCTOR: That's right. Four please.

LINDA: How long . . . . to get there?

CONDUCTOR: Oh, it takes about half an hour this time of the day.

LINDA: . . . .? But . . . . only a mile . . . .

CONDUCTOR: Yes, but it's all the traffic. If you're in a hurry, you ought to take the Underground or walk. It's much faster!

Practice

## 2a

Listen carefully to Linda's intonation here.

CONDUCTOR: **We don't go to Marble Arch.**

LINDA: **Don't you? I thought you did.**

Answer these statements in the same way.

- 1 These buses don't go to Marble Arch.
- 2 That isn't the right fare.
- 3 Those aren't English pennies.
- 4 This bus doesn't stop here.
- 5 You aren't on the right bus.
- 6 You don't know how to do this exercise.

## 2b

Linda did not say to the woman at the stop:

**"Does the 79A stop here?" Instead she said:  
"Excuse me. Do you know if the 79A stops here?"**

Ask these questions in the same way.

- 1 Does this bus go to Marble Arch?
- 2 Is it 10 o'clock yet?
- 3 How often does the 79A run?
- 4 Do other buses go to Marble Arch?
- 5 Is Marble Arch near here?

## 3

Transfer

You are at a railway station in London. You want to go to York (a city in Yorkshire). You want to know when the next train leaves, if there is a dining car on the train, etc. Think of all the questions you might ask. What exactly would you say?



### REPORTED QUESTIONS

**Basic situation 1a** Suppose a girl like Linda asked you various questions. Now, the day after, you are telling a friend about these questions. Observe the difference in form and tense between the question Linda actually asked and the way you report it afterwards.

- |   |  |
|---|--|
| <b>"Does the 79A stop on the corner?"</b> | <b>She asked if the 79A stopped on the corner.</b> |
| <b>"Where does the 79A stop?"</b>         | <b>She asked where the 79A stopped.</b>            |
| <b>"How far away is Marble Arch?"</b>     | <b>She asked how far away Marble Arch was.</b>     |

Now do the same. Report these questions to a friend. Linda asked them yesterday.

- |   |  |
|---|--|
| 1 "When does the next bus arrive?"      | 6 "Do many buses go there?"              |
| 2 "Where does the 79A go?"              | 7 "What's the fare?"                     |
| 3 "Why do buses stop running at night?" | 8 "Is there a cheaper way to get there?" |
| 4 "Where is Marble Arch?"               |  |
| 5 "How long does it take to get there?" |  |

- Comment 1b**
- As in all reported speech, the present (*is*) is transformed to the past (*was*).
  - The question auxiliary (*do/does*) is not used in the reported question. Thus, "Does it stop here?" becomes "She asked if it stopped here".
  - Observe in particular the position of the verb *be* in reported questions with *where*, *how far*, etc. (She asked where Marble Arch *was*.)

### EXTENDED WRITING

- 2** Suppose you are a young journalist. You want a job with the same company that Linda Blake wants to work for. Its name is:

The English Broadcasting Company,  
6 Mortimer Street,  
London W.1.

Write a short letter to say who you are and applying for the job. These are the facts.

- |   |   |
|---|---|
| 1 You saw an advertisement for the job in <i>The Times</i> .                          | 4 You are very interested in making educational programmes. |
| 2 You are now working for the <i>Harlow Herald</i> (a small town newspaper in Essex). | 5 You have never made educational programmes before.        |
| 3 You speak French and German.  | 6 You would like more details about the job.                |

Begin the letter: Dear Sirs,

Finish it with: Yours faithfully,



# THE ENGLISH BROADCASTING COMPANY

## 1

This is the headquarters of the English Broadcasting Company. People call it the EBC for short. This company makes radio and television programmes in English and then sells them to countries all over the world.

### Questions

- 1 What is this building?
- 2 What does EBC mean?
- 3 What does the EBC do?

## 2

Hello. My name's David Nelson. I was born in England but I lived in South America when I was a child. I lived there for ten years. Then I came back to England. I'm a journalist. I worked for a London newspaper for five years, and I've been working in television for the past two years. I don't work for the EBC. I work for another company. The EBC has just offered me a job. I'm thinking about the offer. I'm considering it very carefully.

### Questions

Ask and answer questions about David like this:

Ask where he was born.

- A: Where was he born?  
B: In England.

Now you do it. Construct the questions carefully. Be careful of the tense! Ask:

- 1 what his name is
- 2 where he lived when he was a child
- 3 how long he lived there
- 4 where he lives now
- 5 what his job is
- 6 if he still works for a London paper
- 7 how long he worked for the paper
- 8 what he has been doing for the past two years

