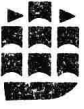


ROBERT O'NEILL
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EDWIN T. CORNELIUS, JR.

American Kernel Lessons: ntermediate



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American Kernel Lessons: Intermediate

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5 4

Situations illustrated by Pamela Baldwin Ford

Episodes illustrated by Robert Boger

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To the Student and Teacher

Who this book is for

This book is for intermediate students. The authors believe that intermediate students have special problems:

1. Intermediate students often feel that they are not progressing fast enough in English. They sometimes feel that they are not making as much progress as they did when they were at the beginning level.
2. Intermediate students usually realize that they need practice in some of the fundamentals of English. However, they feel that the kind of practice they need is different now, and definitely not the same type they needed when they were beginners.
3. Intermediate students have studied a lot, but they feel they have not *really* learned everything they have studied. In other words, there are many things they have studied which they still cannot seem to use correctly, easily and as automatically as they would like.

In most ways, intermediate-level study is more interesting and more rewarding than beginning level. Students will find that they will actually learn to use things that they have studied before but never really "learned." They will also learn to use many things that are entirely new to them—things they have never seen before. All in all, learning can be a more enjoyable experience now.

How to use this book

The book has 25 units. It will probably take between two and three hours of classroom work for each unit. Some groups, of course, may spend more time on each unit. The units all have five parts, covering six pages:

Part A (2 pages) The illustrations given on the first page help students understand the "situa-

tions" on the second page. These situations contain examples of the new structures introduced in the unit. In classroom study, the first step will be to cover the situations on the right-hand page and to work with the illustrations on the left-hand page. The teacher will read each situation aloud or play the cassette as the students listen and study the illustrations. In studying Part A, the following should be remembered:

1. The situations themselves are more important than isolated words. Students should listen to each situation and try to understand the whole situation—even if they do not understand certain words.
2. Students can learn to write the words correctly later on. First, they should learn to use them correctly and pronounce them correctly.
3. Students are encouraged to take an active part in the intensive question-answer practice in class. They should not be afraid of making mistakes.
4. After students have practiced questions and answers with the teacher, they should be able to use the cues—the words given next to the illustrations—in practicing questions and answers with other students.
5. After question-answer practice in class, students should uncover the situations and read them silently. Following the "silent reading," there will be time for students to ask questions about problems they encountered.

Part B (1 page) This is the *Formation and Manipulation* page. It focuses attention on important facts about the formation (structure) and pronunciation of the material introduced in the unit. The material given in Part B provides opportunities for intensive oral practice in class and for written practice at home.

Part C (1 page) This is a simple detective story, intended primarily for reading enjoyment and

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comprehension practice. Each unit has one part or "episode" of the story. Each episode is also recorded on tape for listening and comprehension practice. In following the story through the 25 units, students will learn new vocabulary, and will have the opportunity to discuss details of each episode with the teacher and other students.

Part D (1 page) This part of the unit is called *Further Practice*. It includes a number of exercises and a short conversation. After listening to the conversation—read by the teacher or listened to on the cassette—students will have an opportunity to "role-play" the conversation in class with other students.

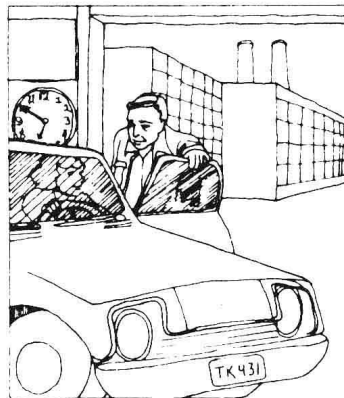
Parts E and F (1 page) These parts are a summary of the things studied in the unit. Special exercises are given for additional practice in class and for homework assignments. An important feature of Part E is *Guided Composition*. This section will help guide students in writing compositions, using the vocabulary and structures they have learned in the unit.

1a Simple Present Tense and Frequency Adverbs



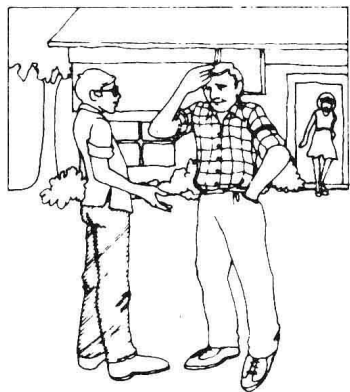
1

- Jane works / where?
- What time open?
- her boss?



2

- work / where?
- day shift / time?
- late / early?
- time now?
- wife / always / drive?



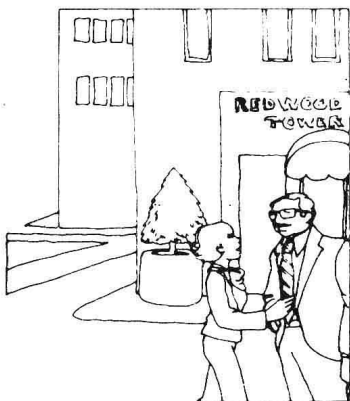
3

- Joe wants / what?
- Frank's question?
- Joe's answer?



4

- What / do?
- always / play?
- in movies / does what?
- real life?



5

- What / do?
- live / where?
- How much money?
- Who / woman?



6

- life?
- always / sleep late?
- husband's question?
- answer?

He / She
They
etc.

never
often
always

does
do

(something)

at 12
on Thursday

1a

1

Jane Nelson works in the executive office of a big company. The office opens at 9 but she is never there on time. Today she is five minutes late. It is five past nine (9:05). Two typists are talking about her.

"Does her boss know she's always late?"

"No, he doesn't. He's usually late too!"

1. Ask where Jane works.
2. Is she always on time?
3. Why doesn't her boss know she is always late?

2

Frank Martin does not work in an office. He works in a factory and he never gets to work late. The day shift starts at 7 o'clock but he often gets there early. He is ten minutes early today. It is ten to seven (6:50). 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 the day shift begins.
3. What does his wife always do?

3

Joe Freeman wants to marry Frank's daughter, Susan.

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

"I'm a bookkeeper. I work in a bank."

"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 Joe's answer?
2. Make sentences about Joe:
 - a. bookkeeper
 - b. bank
3. Make sentences about Joe and Susan.
4. Ask what they want to do.

5

Bruce and Laura Foster do not live in a house. They live in a large apartment building in a big city. Bruce is a businessman. He makes a pretty good salary. His wife is very young. They are very happily married.

Ask questions using these words:

- a. a house?
- b. Bruce / a movie star?
- c. good salary?
- d. wife / very old?
- e. happy?

4

Felix Mendoza is a famous movie star. He plays in westerns. He always plays an outlaw in all his movies. He steals cattle, robs banks and has gun fights. He is mean and tough, and people are usually afraid of him. But in real life he is quite different. He is really a kind and gentle person. He likes people and they like him. He lives on a small ranch in Arizona.

1. Ask what Felix Mendoza does.
2. Make sentences about him:
 - a. in westerns
 - b. outlaw
 - c. afraid
 - d. real life
 - e. likes people
 - f. small ranch

6

Laura leads a very busy life. She never sleeps late in the morning. She always has a lot of things to do. She usually fixes breakfast for her husband.

"Do you need the car today?" her husband wants to know.

"Yes, I do," Laura answers.

1. Ask questions:
 - a. stay in bed / mornings?
 - b. anything to do?
 - c. who fix / husband's breakfast?
2. What is her husband's question and what is her answer?

1b FORMATION AND MANIPULATION

1 a. Notice the *s* in verbs with *He, She*:

He	works	in a factory.
She	lives	in an apartment house.
	makes	a good salary.

Make sentences about your father, mother or friend.

b. Notice how the question is formed:

Does	he	work in a factory?
	she	live in an apartment?
		make a good salary?

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

2 a. Notice verbs (no *s*) with *I, You, We* and *They*:

I	work here.
You	live in San Francisco.
We	make \$125 a week.
They	

Make sentences about yourself, your friends, other students, etc.

b. Notice how the question is formed:

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

Ask your friends or other students questions about themselves.

3 a. 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> . No, I <i>don't</i> .
Does he know?	Yes, he <i>does</i> . No, he <i>doesn't</i> .
Is he a teacher?	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.

b. Notice how negative sentences are formed:

Jane	doesn't	work in a factory.
Joe	(does not)	
You		live on a ranch.
I	don't	get to work before 6 o'clock.
We	(do not)	
They		earn \$12,000 a year.

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

4 a. Notice the position of these adverbs of frequency: *usually, often, always* and *never*:

1	2	3
She	never	
We	often	gets to work late.
	usually	get there early.
	always	

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

b. Notice the position of frequency adverbs with the verb **BE** (*am, is, are*):

1	2	3	
She	is	always	late.
We	are	often	on time.
		never	early.
		usually	

The Man Who Escaped / EPISODE 1

1c

Gordon Fletcher used to be an army officer, but he is in the federal penitentiary in Leavenworth, Kansas, now. Every day is exactly the same for him.

It is winter now. Fletcher and all the other inmates get up at five-thirty every morning. It is still cold and dark then. They eat breakfast at six o'clock. Work begins at seven. Some of the men work in the prison factory where they make shoes and metal furniture, but Fletcher often works on road building and road repair jobs outside.

The men eat lunch at twelve. They have forty-five minutes for lunch and then they go back to work again. Dinner is at six. Fletcher usually goes to the prison library after dinner and often reads until 9:30. The lights go out at ten every night.

The days are long, hard and boring, and the prisoners have a lot of time to think. They usually think about why they are there. Fletcher does. He always thinks about two men.

One of the men is John Kincaid. He used to be an army officer just like Fletcher. Fletcher knows that Kincaid has a lot of money now. The second man's name is Hooper. Fletcher only knows the man's name. Kincaid knows where and who Hooper is, but Fletcher doesn't.

Every night Fletcher lies in his bunk and thinks about John Kincaid and Hooper. There is another thing he thinks about too. Escaping. He wants to escape and find Kincaid and Hooper. Fletcher is an innocent man and he wants to prove it!



1d FURTHER PRACTICE

1 / Invention Exercise

MODEL:

He	often	
She	never	does that.
	always	

CUE: football on Saturdays

RESPONSE: **He always plays football on Saturdays.**
or: **He never watches football on TV on Saturdays.**

Cues:

- a. parties on weekends
- b. disco music
- c. coffee without sugar
- d. to work by bus
- e. sports magazines
- f. picnics in the winter
- g. movie on Saturday night
- h. detective stories
- i. eggs for breakfast
- j. vacation in August

2 / Conversation

Joe Freeman likes rock music. He has a good record collection. His friend Ken Grimes is visiting him and Joe is playing his latest record by a new rock group called "The Electronics."

KEN: (shaking his head) Phew! Is that supposed to be music?

JOE: What did you say?

KEN: Is that the kind of music "The Electronics" play?

JOE: Yeah. This is their latest hit. How do you like it?

KEN: It's awful! I don't understand how you can listen to that noise.

JOE: I like them very much. They're playing at Jansen Stadium tomorrow night and I have tickets.

KEN: Have you got any extra tickets?

JOE: Yes, as a matter of fact, I've got three or four. Why?

KEN: Well . . . uh . . . Could I buy a couple of tickets from you?

JOE: You want to buy tickets for the concert . . . ? But you don't like "The Electronics"!

KEN: No, I don't. But my girlfriend does and she wants me to take her to the concert.

Questions

- 1. What does Joe say when he doesn't understand Ken's question?
- 2. Why doesn't Ken like the new rock group?
- 3. What does Ken want to do when he hears Joe has extra tickets to the concert?
- 4. Ask and answer why he wants to do this.

Practice

- 1. Repeat after the teacher or tape recorder Joe's intonation of *What did you say?*
- 2. Make some sentences of your own with *Could I ?*
- 3. 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 always has a lot to do* and *They live in a large apartment building* are all in the Simple Present tense.

Notice that in these situations the tense does not tell you what the people are doing at the moment. For instance, in situation 3, Joe says, "I work in a bank." 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 use it when we want to say what Gordon Fletcher does every day.

2. Remember that *always*, *often*, *never* and *usually* go after the verb BE and auxiliaries, and in front of the main verb.

She is *always* late to work.

He *always* gets there on time.

3. Remember how we ask questions (*Does he work in a factory?*) and how we make negative sentences (*They don't live on a ranch*). Look at the Formation and Manipulation page for examples of these constructions.

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 negative sentences like this:

Harry works in an office.

Does Harry work in an office?

No, Harry doesn't work in an office.

- a. Jane works in a factory.
- b. Bruce and Laura live on a ranch.
- c. Laura is old.
- d. Bruce and Laura have two cars.
- e. Secretaries lead an easy life.
- f. Felix plays the hero in cowboy films.
- g. Joe and Susan want to get married next year.

2. **Guided Composition**

Read lines 7 to 18 of the Episode again carefully and then, using the same sentence patterns, write about this person:

Jane / breakfast / 8:15 / at home // work / 9 // often late //

Jane works / office // lunch / 12:30 // lunch / an hour //

dinner / 6:30 // usually / television / after dinner // often read / 10:45 // never / to bed before / 11 o'clock //

3. **Transfer Exercise**

Write true sentences (at least 4) about yourself, friends and family. Use this pattern:

I / we . . . never / always

2a Present Continuous



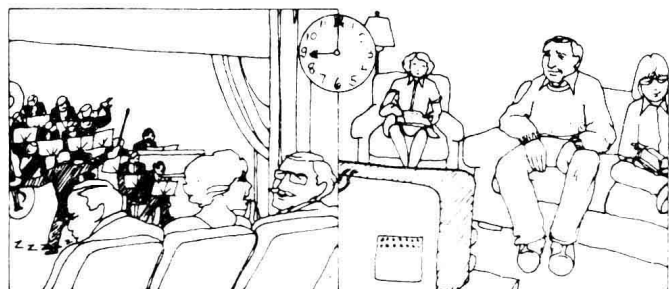
1

- a. What time?
- b. What / Laura?
- c. What / cat?
- d. Where / Frank?
- e. the men / music on the radio?
- f. What / talking about?



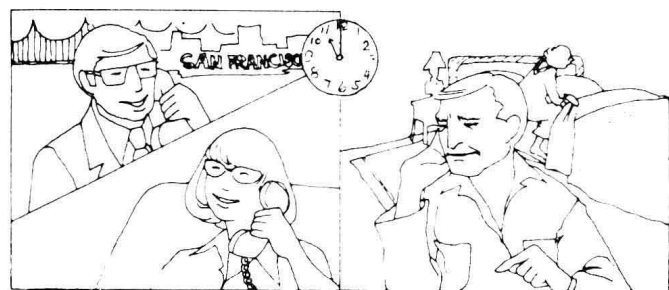
2

- a. What / Laura / friends?
- b. they / lunch?
- c. What / one of them / wearing?
- d. Where / Frank?
- e. Frank / always / there?
- f. What / a lot of men and women?
- g. waiting for?



3

- a. Where / Bruce and Laura?
- b. What / Laura?
- c. Why / Bruce / the man?
- d. What / Frank?
- e. What / wife?
- f. What / Susan?
- g. Frank / a movie?



4

- a. Who / Susan / talking?
- b. Where / Joe / from?
- c. Susan's questions?
- d. What / Frank and his wife?
- e. Susan / ready for bed?
- f. Where / she?

He / She
They

is
are

doing

2a

1

It is nine-thirty (9:30). Laura is ironing some clothes and listening to music on the radio. The cat is sleeping on the kitchen stool.

Frank is at the factory. The men there are not listening to the radio. They are taking their coffee break. They are talking about the World Series baseball game tonight.

1. Ask questions with these words:

- | | |
|------------------|--------------------|
| a. What / Laura | d. talking about |
| b. the cat | e. the men / radio |
| c. Where / Frank | |

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

2

It is eleven-thirty (11:30). Laura and her friends are not having lunch. They are having coffee. They are talking about their husbands. One of them is wearing a scarf to cover up her rollers.

Frank is eating in the cafeteria at the factory. He always eats there. A lot of men and women are standing in line. They are waiting to buy their lunch. It is raining outside.

1. Ask and answer these questions about

Laura and her friends:

- | | |
|------------------|------------------|
| a. lunch | c. baseball |
| b. talking about | d. Laura / scarf |

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

- | | |
|---------------|-------------------|
| a. restaurant | b. Frank / always |
|---------------|-------------------|

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

3

It is 9 o'clock at night. Bruce and Laura are at a concert. Laura is whispering something to Bruce and he is looking at the man next to her. The man is bothering her because he is snoring.

Frank is watching television but his wife and Susan are not. Susan is reading a book and her mother is writing a letter. Frank is watching a baseball game.

1. Ask and answer questions about Bruce and Laura:

- | | |
|---------------------|----------------------|
| a. a baseball game | c. What / looking at |
| b. Why / whispering | d. Why / bothering |

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

- | |
|--------------------------------------|
| a. Susan and her mother / television |
| b. Frank / a movie on TV |

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

4

It is 11 o'clock (11:00). Susan is talking to Joe. He is phoning from San Francisco. "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.

1. What is Susan doing and where is Joe phoning from?

2. What are the questions Susan is asking?

3. Ask what Frank and his wife are doing and what Frank is asking.

2b

FORMATION AND MANIPULATION

1 Pronunciation

- a. Practice contractions of BE (*'m, 's, 're*) in these typical examples:
1. Frank *'s* at the factory. He *'s* working.

2. They *'re* listening to a concert.

3. What *'s* she doing?

4. I *'m* never late for work.
- b. Practice full forms of BE (*am, is, are*) in these questions:
1. *Am* I speaking too fast?

2. *Is* the bus coming?

3. *Are* you waiting for the bus?

2 a. Notice the forms of BE after *he, you, I*, etc.:

I	<i>am</i> (<i>'m</i>)	learning English.
He She	<i>is</i> (<i>'s</i>)	watching television.
You We They	<i>are</i> (<i>'re</i>)	listening to the teacher. disturbing those people.

b. Notice the position of *is, are* and *am* in questions:

Am	I	disturbing you?
Is	my radio	
Are	we	

Make at least six sentences from 2a into questions.

c. Notice how the negative is formed:

I am (I'm)	not listening.
She is (She's)	
They are (They're)	

Note: *is* and *are* may be contracted either with the pronoun (*she's, he's, they're, we're*) or with the negative form *not* (*isn't, aren't*). *She's not / She isn't* and *They're not / They aren't* are alternate forms. Either form may be used. With the pronoun *I*, notice that there is no alternate form for *I'm not*.

Use 2a again to make two negative sentences each with *He, You* and *I* (six sentences in all).

3 Notice the position of words like *to, at* and *for* (prepositions) in these questions with *Who* and *What*:

What	are you	waiting for?
Who		looking at?
Who		listening to?

Look at the picture situations again. Start at situation 2 and think of questions like these for the people in the situations.

The Man Who Escaped / EPISODE 2

2c

It is six o'clock on a very cold winter evening. All over the Midwest, people are sitting down in front of their television sets to watch the news. Local stations in Kansas and Missouri have one very important piece of news this evening. It is this:

"Federal authorities and local police are looking for a man who escaped from the federal penitentiary in Leavenworth, Kansas early this morning. The man's name is Gordon Fletcher. He is 30 years old, six feet tall, and has black hair and brown eyes. He is wearing a dark blue prison uniform. The police believe Fletcher is still in the local area."



At the Ringside Club in Chicago, the TV at the bar is tuned to Channel 6 News. Most of the people there are not very interested in the news, but one man is. His name is John Kincaid. He is about 45 and he is wearing very expensive clothes. He looks worried. There is another man standing next to him at the bar. Kincaid is asking him a question.

"Did they say the man's name was Fletcher?"

"Yes, something like that . . . Gordon Fletcher. Why? Do you know him?"

"No . . . no, I don't know him . . . I . . . I just wanted to know the man's name, that's all."



At 9th and Pennsylvania Avenue in Washington, D.C., a young man is standing in the office of his chief at the Federal Bureau of Investigation. The young man's name is Richard Rossi. He is an FBI agent.

"Do you remember Gordon Fletcher, Rossi?"

"Yes, very well. I arrested him four years ago in Philadelphia."

The chief is nodding his head.

"Yes. I know that, Rossi. That's why I'm giving you this case now. I want you to find Fletcher again! We've got to find him fast!"

2d FURTHER PRACTICE

1 / Invention Exercise

Make questions using the cues.

CUE: I / too fast?

RESPONSE: **Am I driving too fast?**

or: **Am I speaking too fast?**

Cues:

- | | |
|-----------------------------|-----------------------------|
| a. I / your seat? | e. we / too much noise? |
| b. you / a good time? | f. you / the news? |
| c. Jane / lunch now? | g. those people / about me? |
| d. Frank / a baseball game? | h. that woman / a bicycle? |
| | i. Laura / her friends? |

2 / Conversation

A TALKATIVE LADY

(The ticket office in a railroad station. We can hear the sounds of trains coming and going and announcements over the loudspeakers.)

LADY: Good afternoon. I'd like some information about the trains, please.

CLERK: Yes, ma'am. Which train? Where are you going?

LADY: To Columbus. You see, I have a sister there and ...

CLERK: So your question is "When's the next train to Columbus?" Is that right?

LADY: Yes, that's right. When's the next train to Columbus, please?

CLERK: At four thirty-seven. That's in about five minutes.

LADY: Thank you very much. Oh! Can I get something to eat on the train?

CLERK: Yes, ma'am. There's a dining car on the train.

LADY: Oh, good! Uh ... how much does a cup of tea cost? I find that a cup of tea is good for my nerves when I travel.

CLERK: I'm not sure. Fifty cents, I think.

LADY: Fifty cents! Goodness! Things are getting so expensive!

CLERK: Yes, they are. Excuse me, ma'am. Your train's going to leave in two or three minutes now.

LADY: Thank you. Oh! What track is it on?

CLERK: Track 13.

LADY: Track 13! Oh, dear! I never take a train that leaves on track 13! 13's an unlucky number. When's the next train after this one?

Questions

- Without looking at the text, ask the questions the lady asked, using these words:
a. next train to Columbus c. track
b. something to eat
- What does the lady like when she travels? Ask why and answer.
- What is it that she never does? Ask why and answer.

Practice

Make questions of your own using these two patterns:

- When's the next ... to ... ?

Cues:

bus / Pershing Square
plane / New York
ship / Tahiti

- How much does (do) ... cost?

Cues:

those jeans
a quart of milk
that camera
that sweater
those shoes
a ticket to Miami