

S1 English Intensive Class

(December)

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S1 English Class Intensive

Lesson 14: Listening Skills & Practice

Lesson Outline

I. Listening Practice

- Multiple Choice Questions
- Ordering
- Drawing
- Drawing Route
- Completing a Form
- Completing a Checklist
- Listening Task with a Data File

I. Listening Practice

1. Multiple Choice Questions

Exercise 1

In this part, you will hear some information for each question and four possible answers are provided. Choose the best answer. *Circle the letter only.*

1. What food will May order from the restaurant?

A



B



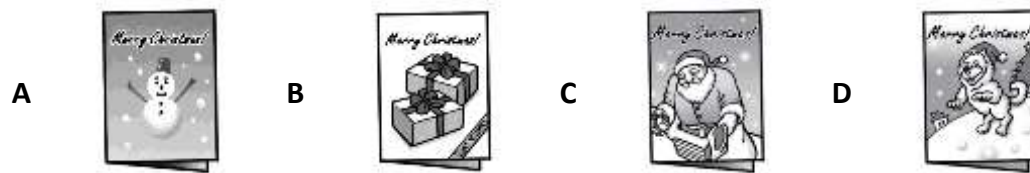
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D



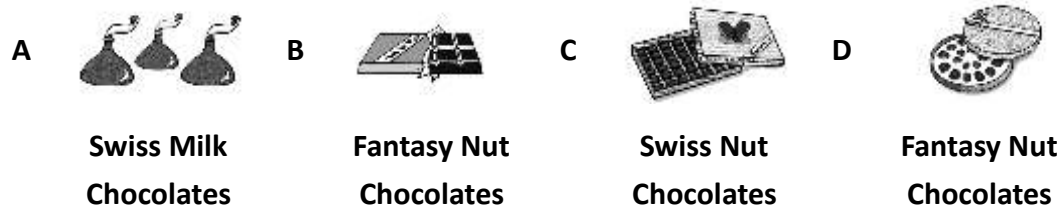
2. Which Christmas card will John buy?



3. Which song will the class sing?



4. Which kind of chocolate will Mary buy?



5. Which floor should James and Ann visit?


WEST SHOPPING MALL	
Shop	Floor
Electrical Shop	1
Photo Services	2
Gift Shop	3
Book Shop	4
Toy Shop	5

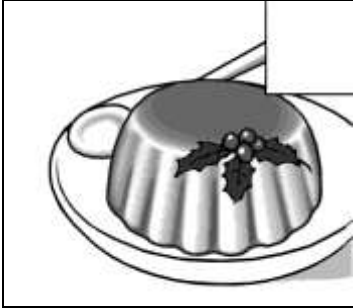
A 1/F B 2/F C 3/F D 4/F

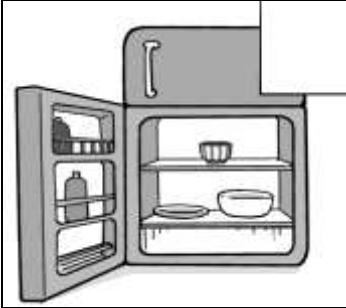
2. Ordering


Exercise 2


You plan to make Christmas jelly for a Christmas party and you are listening to a cooking programme on how to make it. Listen to the programme and arrange the following pictures in the correct order as described in the programme.

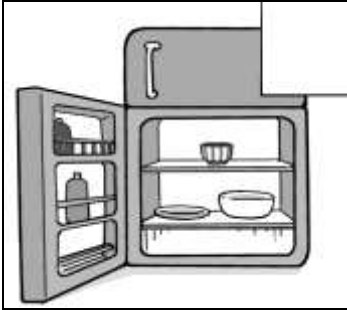










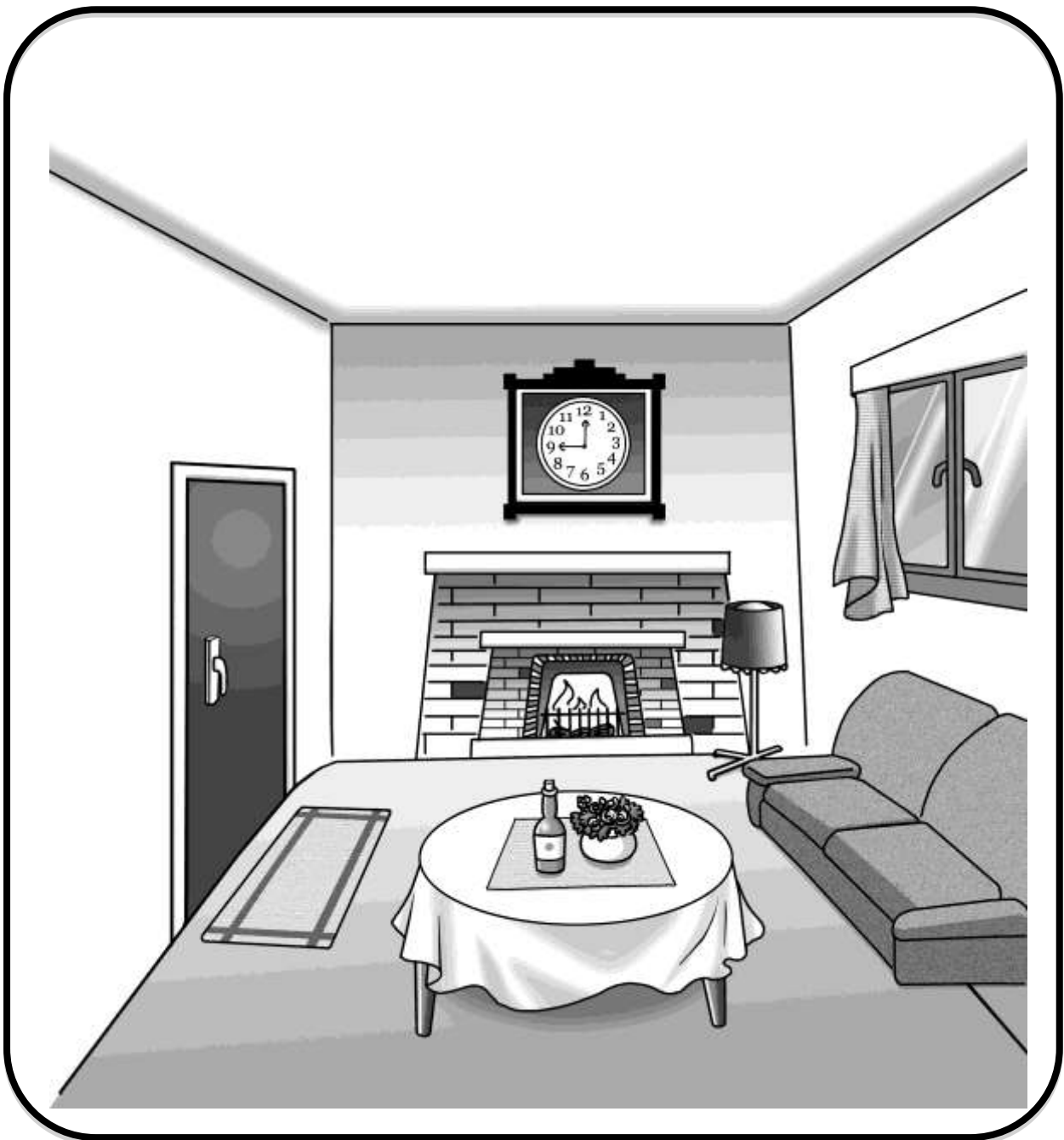


3. Drawing

Exercise 3

Christmas Decoration

Christmas is coming and Mr and Mrs Chan decide to decorate their home. Listen to their conversation and draw the items in the picture below.

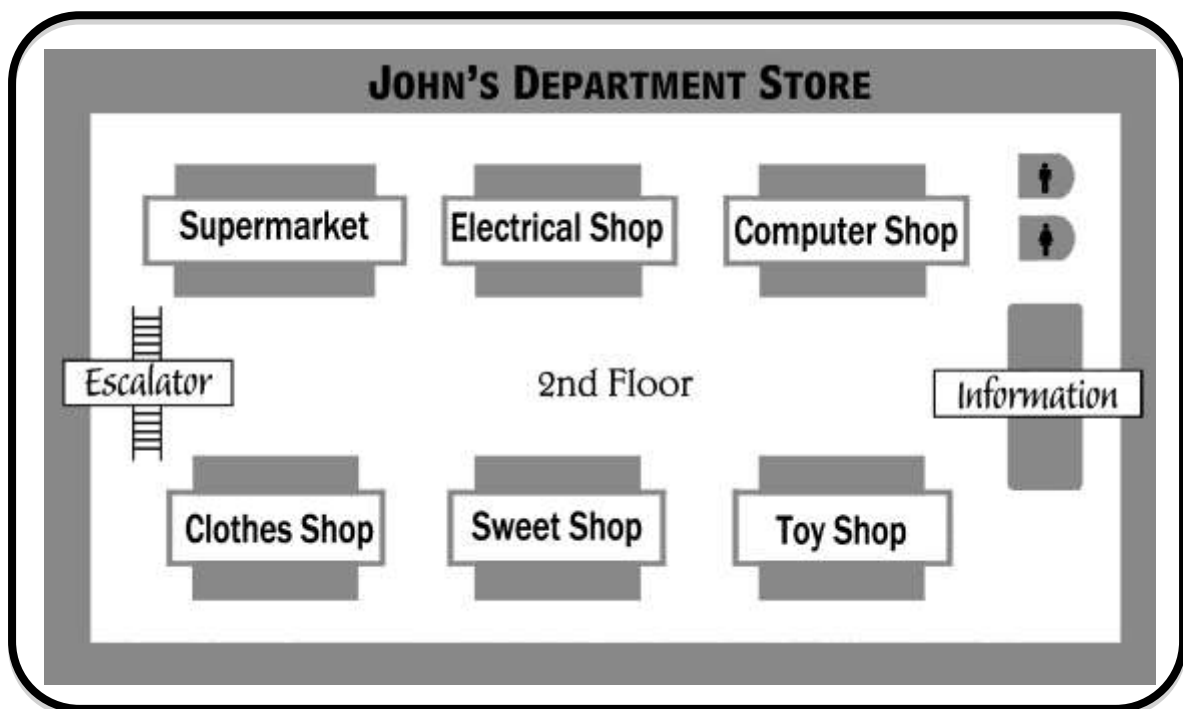


4. Drawing Route

Exercise 4

Shopping Route

Benny and Cindy are going to do some Christmas shopping in John's Department Store. Listen to their conversation and draw the route Benny and Cindy will take.



6. Completing a Form

Exercise 5

Purchase Forms

Two customers are ordering some electrical appliances in an electrical shop. Listen to the conversations and complete the purchase forms.

Purchase Form 1

Order item: _____

Number: _____

Name: _____

Phone number: _____

Payment method: MasterCard / Visa / Cash

(Please circle the correct method)

Purchase Form 2

Order item: _____

Number: _____

Name: _____

Phone number: _____

Payment method: MasterCard / Visa / Cash


(Please circle the correct method)

6. Completing a Checklist

Exercise 6

Checklist

Jenny and Eric are having a meeting to discuss how to prepare for a Christmas party. They are talking about what to prepare for the party. Complete the following checklist using the information given on the recording of their discussion.



Checklist

Party Date: 24th December

Sally

- ◆ Order _____
- _____
- _____
- _____

Peter

- ◆ Prepare _____
- _____
- _____

- ◆ Design the _____
- ◆ Decorate the _____

7. Listening Task with a Data File

Exercise 7

Date File

Below is a note written by Jenny about the Christmas party. Please read the following to complete the email to all party helpers on the arrangement of Christmas party.

Hi Mr Lee,

We decided to hold our Christmas party on Christmas Eve, i.e. Friday, 24th December. The venue will be Classroom 4B.




There will be several activities at the Christmas party. There will first be a singing competition. We will need to find an MC for that. The winner will receive a big prize. There will also be a lucky draw. The Christmas dinner will start at 5.30. After that, it will be game time. We will decide on some group games which everyone in the class can join. Your comments and suggestions are welcome.

Jenny

Email

Jenny is writing an email to the party helpers. Help Jenny complete the email below by using information from the checklist and the data file.

MAIL NAME



Dear all,

As we all know, we will organise the Christmas party for _____ in Classroom _____. We need to find an MC for the singing _____ and decide on the _____ games we will play that night. From _____ to 6.30 will be our dinner time. _____ is responsible for the food; _____ is responsible for the _____ and _____ will do the _____ and decoration work. Thank you all for your help and ideas. I hope we will have a great Christmas party this year!

Best,

Jenny

Send

Reply

Forward

S1 English Class Intensive

Lesson 15: Test 1 & Speaking

Lesson Outline

- I. Test
- II. Speaking
 - Speaking Skills
 - Speaking Practice Tasks

I. Test

TOTAL MARK: / 120

Part 1: Pronouns

A. Fill in the table. (10%, 0.5%@)

<i>Subject Pronoun</i>	<i>Object Pronoun</i>	<i>Possessive Pronoun</i>	<i>Possessive adjective</i>
I			
we			
you			
they			
he			
she			
it			

B. Write down the appropriate pronouns. (6%, 1%@)

1. Susan writes about gardening topics, but most of her friends don't consider _____ interesting.
2. Almost everyone has problems with _____ car.
3. After the class had raised enough money, _____ went on a field trip.
4. The family found many expenses that had to be considered in _____ budget for the trip.
5. When Samantha and Candice standing near the library's reference section began to talk loudly, several students told _____ to be quiet.
6. After being hosed with water, the dog ran back to _____ own home.

C. Circle the incorrect pronoun in each sentence and make changes. There is one correct sentence. No need to do any changes for that sentence. (16%, 2%@)

1. When Samson has looked for an item at several stores in three different malls, you became quite frustrated.
2. The golf team and their coach, Mr. Roman, joined the party together.
3. As soon as the door opened, the tour group filed quickly onto their bus.
4. Emma and myself became very close friends.
5. Whenever some strangers came into the room where Emma and I were talking, they thought we were sisters.
6. My barber and his boss are always arguing; he told me they may never make peace.
7. The band played a farewell party for John and I as we disembarked from the plane.
8. The photograph certainly did well. It's quality was excellent.

D. Choose the best possessive adjectives. Write your answers in the boxes below.
(10%, 1%@)

1. Susan is putting on (1) (its, my, her) dress.
2. Mr Brown is talking on (2) (his, their, its) phone.
3. Johnny is listening to (3) (their, our, his) hi-fi.
4. Coco and Kitty are having (4) (my, her, their) lunch together.
5. The mouse is eating (5) (their, its, our) cheese.
6. My little bird is cleaning (6) (their, my, its) feather.
7. Jack: Sorry, I do not have a pen. Sally, can I borrow (7) (my, their, your) pen?
 Sally: Yes, you can borrow my pen.
8. We are tidying up (8) (its, my, our) classroom. We love this classroom because it is ours.
9. We had a test yesterday. Miss Wong is marking (9) (its, our, his) test papers.
10. In this classroom, each boy is doing his homework. Each girl is doing her homework. I am doing (10) (your, our, my) homework now.

1.	2.	3.
4.	5.	6.
7.	8.	9.
10.		

Part 2: Tenses

A. Complete the dialogue with the appropriate form of verbs given. (12%, 1%@)

Denise: Mum, Jason 1. _____ (take) me to a dance last night.

Mum: 2. _____ you _____ (enjoy) yourself?

Denise: Yes, there 3. _____ (be) nice music.

Mum: Joseph 4. _____ (call) you when you 5. _____
_____ (be) not at home.

Denise: 6. _____ he _____ (leave) a message?

Mum: Well, he only 7. _____ (say) that he 8. _____
(leave) for London.

Denise: We 9. _____ (read) in the library all yesterday morning,
but he 10. _____ (not say) anything about the trip.

Mum: I 11. _____ (be) really sad now. I 12. _____
_____ (sleep).

B. Fill in the blanks with the appropriate form of the given verbs. (15%, 1%@)

1. Mary _____ (send) me a letter last week.

2. I _____ (buy) a new pencil box two hours ago.

3. Jane _____ (forget) to return the book to the library yesterday.

4. Ivy _____ (leave) home for school this morning at 8 o'clock.

5. The boys _____ (do) English exercise all day yesterday.

6. I _____ (meet) an old friend in the party last night.

7. The naughty boy _____ (break) the window ten minutes ago.

8. She _____ (play) the piano this morning.

9. My parents _____ (call) me from New York last night.

10. They _____ (go) to Ocean Park last Sunday.

11. _____ you _____ (tell) her the story last night?

12. _____ she _____ (listen) to music yesterday?

13. _____ they _____ (study) in a primary school last year?
14. _____ the police _____ (stop) the car?
15. _____ your mother _____ (cook) the dinner last night?

C. Writing (15%)

Have you ever been to the Ocean Park or Disneyland? Write about your experience.
(Hints: Which tense should you use when you talk about things in the past?)

D. Fill in the past tense form of the verb. (10%, 1%@)

1.	find		2.	forget	
3.	carry		4.	keep	
5.	meet		6.	beat	
7.	be		8.	drink	
		or			
9.	feel		10.	understand	

Part 3: Articles

Fill in the blanks with the most appropriate articles. Put a "X" where no article is needed. (10%, 1%@)

1. We'll go to the picnic _____ next week.
2. Shirley is _____ most beautiful girl I have ever met.
3. I want to know whether May has emigrated to _____ Australia.
4. The delicious food will be ready in _____ minute.
5. Please show _____ card the receptionist gave you.
6. I'll be back in _____ hour. So all of you should keep quiet while I'm away.
7. Does he know _____ venue where the meeting is holding?
8. In _____ conclusion, smoking is not suitable for teenagers.
9. Mary has _____ 95-year-old grandmother.
10. The examination results were announced _____ last week.

Part 4: Countable and Uncountable Nouns

Identify the following nouns into the most appropriate box. (16%, 1%@)

(vegetable, scissors, goose, sheep, cigarette, photograph, person, clothes, jar, happiness, danger, advice, television, finger, information, rest)

COUNTABLE NOUNS

UNCOUNTABLE NOUNS

II. Speaking

1. Speaking Skills

INTONATION IN QUESTIONS

- Voice Up

Some questions can be answered using 'Yes' or 'No'. When we ask these *Yes/No* questions, the intonation for the last one or two words goes up.

Examples:

'Did you enjoy your holiday in Hong Kong?

'Yes, I did.'/ 'No, I didn't.'

'Are your cousins friendly?'

'Yes, they are.'/'No, they aren't.'

- Voice Down

Wh-questions start with words like *what, when, who, which, why* and *where*. The word *how* is another way to start a question, even though it does not start with 'wh'. When we ask such questions, we often bring our voices down for the last one or two words.

2. Speaking Practice

Exercise 1

Yes-no questions

Try to use rising and falling intonation to say the following yes-no questions.

1. Do you like reading?
2. Will you go to the cinema this weekend?
3. Do you take the bus to school?
4. Did you stay up to watch the match?

Exercise 2



Wh- questions

Try to use rising and falling intonation to say the following wh-questions.

1. What does your Dad do for a living?
2. How many of us are going ice-skating?
3. How often do you watch a movie?
4. Where are you going this evening?

Exercise 3

Rising or falling tone?


Read each question below. Do you use a rising or a falling tone for the last one or two words of the question? Draw an () arrow if your voice goes up, or an () arrow if your voice goes down.


1. Have you been to Shanghai?
2. Where do you go ice-skating?
3. Did you enjoy the film?
4. What does your family do on Sundays?

Exercise 4

Asking questions

Make up four to six more questions of your own in the spaces below. Three of them should have a rising tone and three of them should have a falling tone. Ask your partner some of your questions. Pay careful attention to your tone and intonation.

Rising 	
1	
2	
3	

Falling 	
1	
2	
3	

S1 English Class Intensive

Lesson 16: Conjunctions (And, Or, But), Gerunds & To-infinitives

Lesson Outline

- I. *Conjunctions: And, Or, But*
 - *And*
 - *Or*
 - *But*
- II. *Gerunds & Infinitives*
 - *Introduction*
 - *Gerund*
 - *Infinitive*
 - *Notes: Verbs Followed By A Gerund or A To-infinitive*

I. Conjunctions: And, Or, But

A **conjunction** is a word that *joins word, phrases, or clause together*, e.g. **and, or, but**, etc.

1. And

This connective is usually used to show *connections between actions*, to show the **similarity between two activities (verbs)** and to connect two subjects to form a relationship.

Examples:

I like reading **and** swimming.

She **and** I are best friends.

2. Or

This conjunction is usually used to show the ***acceptance or existence of one another***.

Examples:

Coffee **or** tea?

Do you want pork **or** beef for dinner?

3. But

This connective is usually used to show ***transition between the opposite meaning*** of the same sentence.

Examples:

I am really tired **but** I still have to work.

I am fat **but** I still eat a lot.

Exercise 1

Fill in the blanks with most appropriate connectives.

1. Our dog is very old _____ it can still watch over our house.
2. The weather today is very nice _____ I don't want to go out.
3. Please give Ryan a sandwich _____ a hot dog. He is very hungry.
4. You can have the red pen on the shelf _____ you can have the blue one on the desk.
5. This is a difficult task _____ you cannot fail.
6. This is a difficult task _____ many of you may fail.
7. This is a difficult task and you should study hard _____ you may fail.
8. To be _____ not to be is the question.
9. Kelvin _____ Sarah are keeping fit _____ they are still eating a lot everyday.

II. Gerunds & Infinitives

1. Introduction

Gerunds and infinitives are forms of **verbs that act like nouns**. They can follow adjectives and other verbs.

2. Gerunds

2.1 The gerund is the **-ing form of the verb used as a noun**.

Examples:

We **postponed making** any decision.

I simply **adore reading** what you write.

I **detest going** to the cinema.

We **heard whispering**.

His physician **advised leaving** home for a week.

They **denied having** avoided me.

(= They denied that they had avoided me.)

2.2 Uses

2.2.1 as the **subject** of a sentence

Example: **Speaking** with foreigners may improve your English.

2.2.2 as the **object** of a sentence

Example: I hate **travelling** by bus.

2.2.3 **after a preposition**

Example: May is interested **in listening** to pop music.

2.2.4 **after some phrasal verbs**

Example: Sam has **given up smoking**.

2.2.5 **with some phrases**

Example: *It is no good* **eating** 30 hamburgers.

2.2.6 *after some verbs and adjectives*

Examples:

Would you *mind* **answering** some questions?I *suggest* **going** to Lamma Island on Sunday.It is **worth** *helping* people.

2.3 Common verbs normally followed by a gerund

admit	adore	anticipate	appreciate
avoid	consider	delay	deny
describe	detest	dislike	enjoy
fancy	feel	finish	give up
hear	imagine	include	justify
keep	mind	miss	notice
postpone	practise	quit	risk
stop	suggest	watch	

3. Infinitives

3.1 A verb form that functions as a substantive while ***retaining certain verbal characteristics***, such as *modification by adverbs*, and that in English may be preceded by to.

Examples:

To go willingly *is to show* strength.

We want him ***to working*** harder.

3.2 Uses

3.2.1 **To indicate the purpose or intention of an action (where the 'to' has the same meaning as 'in order to' or 'so as to'):**

Examples:

She's gone **to** collect her pay cheque.

The three bears went into the forest **to** find firewood.

3.2.2 As the subject of the sentence:

Example:

To be or not to be, that is the question.

- 3.2.3 With nouns or pronouns, to indicate what something can be ***used for, or what is to be done with it.***

afford	guarantee*	prove (= turn out)
agree*	happen †	refuse
aim	hasten	resolve*
appear †	have (= be obliged)	seek
arrange*	hesitate	seem †
bother	hope*	strive
care	learn	swear*
claim*	long	tend
condescend	manage	threaten*
consent	offer	trouble
decide*	prepare	undertake
demand*	pretend*	volunteer
determine*	proceed	vow*
endeavour	promise*	
fail	propose	

Note: The verbs with “†” and “” can only be followed by a 'that-clause' when they have the subject 'it'. e.g. It **appeared** that no-one had locked the door.*

Examples:

He ***claimed to*** be an expert.

I ***managed to*** reach the top of the hill.

I know you're only ***pretending to*** love me!

She ***failed to*** explain the problem clearly.

4. Notes: Verbs Followed By A Gerund Or A To-infinitive

4.1 With little change in meaning

begin	continue	start	hate
like	love	prefer	

With '**would**', the verbs "*hate, like, love, prefer*" are usually followed by the **to-infinitive**.

Examples:

I **hate** to work. OR I **hate** working.

I **love** to sleep. OR I **love** sleeping.

I **would like** to work there. (more usual than working)

In these examples, if the subject of the verb is **not** the subject of the second verb, the second verb must be a **gerund** (instead of *an infinitive*)

If I am watching sports on television, for example, I can react to the programs only by statements like "I **hate** working." OR "I **love** swimming."

4.2 With a change in meaning

4.2.1 **forget** and **remember**

When they have meanings which are used to talk **about the future** from a given time, the **to-infinitive** is used; but when **looking back in time**, the **gerund** should be used.

Examples:

She **forgot** to tell me our plans.

(She did not tell me, though she should have.)

She **forgot** telling me our plans.

(She told me, but then forgot having done so.)

Examples:

I **remembered** to go to work.

(I remembered that I needed to go to work, and so I did.)

I **remembered** going to work.

(I remembered the action of previously going to work.)

4.2.2 **advise, recommend** and **forbid**

These are followed by a to-infinitive when there is an object as well, but with a gerund otherwise.

Examples:

The police **advised** us not to enter the building, for a murder had occurred.

(‘us’ is the object)

The police **advised** against our entering the building.

4.2.3 **regret**

Examples:

We **regret** to inform you that you have failed your exam.

(a polite or formal form of apology)

I very much **regret** saying what I said.

(I wish I hadn't said that.)

Exercise 2

Fill in the blanks with an *to-infinitive* or a *gerund*.

Elaine: Are we going to have a holiday this year?

Gary: I thought we'd decided **e.g.: to spend** (spend) our holidays on a Spanish beach somewhere.

Paula: Oh, good. I enjoy **e.g.: lying** (lie) on the beach. I might manage

(1) _____ (get) a suntan.

Elaine: But I dislike (2) _____ (stay) in one place all the time. I

refuse (3) _____ (sit) on the beach all day.

Martin: I don't mind (4) _____ (tour) around in the car.

Elaine: You promised (5) _____ (go) to Scandinavia with me. We could take the car.

Gary: I'm not going to drive. I do too much driving. I can't face

(6) _____ (drive) all holiday.

Martin: I wasn't planning (7) _____ (go) abroad. I can't afford

(8) _____ (spend) too much money.

Exercise 3

Fill in the blanks with an *to-infinitive* or a *gerund*.

A: Where's your new hi-fi?

B: Oh, it kept **e.g.: making** (make) a funny voice. I took it back to the shop.

A: Did you get your money back?

B: Well, first they offered (1) _____ (repair) it, so I asked

(2) _____ (see) the manager. In the end she agreed

(3) _____ (give) me back the money.

A: And are you going to get another one?

B: I don't know. I want (4) _____ (think) about it. I can't help

(5) _____ (wonder) if I really need a hi-fi after all. And I can't

afford (6) _____ (buy) a very good one.

Exercise 4

Fill in the blanks with an *to-infinitive* or a *gerund*.

Example: My sister went to college. - I hope going there too.

1. Will you apply for university? - Well, I'm considering _____.

2. Where would you like to work? - I don't fancy _____ indoors.

3. When are you starting your job? - Next month. I can't wait _____.

4. I can operate the machine on my own now. It took a few days to learn
_____ it properly.

5. Do you earn a lot? - Well, I want _____ more than I do now.

6. I shouldn't miss this opportunity of getting another qualification. If I don't take it
now, I risk _____ my chance of promotion.

Exercise 5

Fill in the blanks with an *to-infinitive* or a *gerund*.

1. I can't think of _____ (go) to visit her in hospital without _____ (buy) some flowers.
2. The examiner gave the students some time _____ (think).
3. The band plans _____ (start) _____ (play) by 9pm.
4. The play is programmed _____ (start) at 7pm, so we have decided _____ (meet) at 6:30.
5. I am looking forward to _____ (see) the film again.
6. I intend _____ (study) English _____ (understand) American business methods.
7. She still plans on _____ (marry) him even after he refused _____ (buy) an engagement ring.
8. I cannot resist _____ (eat) fish and chips when I am in England.
9. She enjoys _____ (go) to parties and _____ (dance) in discos all night long.
10. I stopped _____ (live) in London when I realised it was time for me _____ (move) on.
11. Don't forget _____ (turn) off the heating before _____ (leave) the house.
12. I understood _____ (buy) red roses for your girlfriend on St Valentine's Day was a bit old-fashioned.

Exercise 6

Choose the best answers and fill in the blanks.

1. I am glad _____ you here.	have / to have / having
2. I'm fed up with _____ after the kids.	look / to look / looking
3. They request us _____ them in the investigation.	assist / to assist / assisting
4. I felt rather than see her _____ when she hugs me.	cry / to cry / crying
5. She called instead of _____ to me.	write / to write / writing
6. I am sorry _____ his death.	learn / to learn / learning
7. You are too naive _____ his intentions.	realise / to realise / realising
8. I look forward to _____ from you.	hear / to hear / hearing
9. I prefer _____ in the small restaurants.	eat / to eat / eating
10. Roger deserves _____ more recognitions.	have / to have / having

S1 English Class Intensive

Lesson 17: Rhythm and Poem & Vocabulary Building

Lesson Outline

- I. Rhyming Word Practice Task*
- II. Brainstorming Task*
- III. More Practice Tasks*
- IV. Vocabulary Building: Adjectives*

I. Rhyming Word Practice Task

Exercise 1

Your teacher asks you to write a poem about a parrot for Pet World. She wants you to do some rhyming word practice first. Discuss in pairs and list some words that rhyme with the words in bold letters. You can write some more words in the spaces next to the lines.

<p>bark</p> <p>-</p> <p>-</p> <p>-</p>	<p>happy</p> <p>-</p> <p>-</p> <p>-</p>	<p>cat</p> <p>-</p> <p>-</p> <p>-</p>
<p>sing</p> <p>-</p> <p>-</p> <p>-</p>	<p>hamster</p> <p>-</p> <p>-</p> <p>-</p>	<p>today</p> <p>-</p> <p>-</p> <p>-</p>

II. Brainstorming Tasks

Exercise 2

To help you complete your poem, your teacher asks you to think about the following questions. Answer the questions.

1. What colour is the parrot in your poem?

2. What can the parrot do?

3. What can the parrot say?

4. What does the parrot eat?

Exercise 3

You have started writing your poem. Your teacher has provided you with some useful words. Think of a title and complete the poem. You can also use your own words to complete the poem.

beautiful	cheap	eat
forget	fun	keep
lovely	lonely	meat
one	pet	purple
say	sing	thing
today	walk	yellow

My parrot is one of my (1) _____

She always remembers and she never (2) _____

The different words that I teach her to (3) _____

Like 'Hello', 'Goodbye' and 'How are you (4) _____',

My parrot likes to do many (5) _____

She talks and (6) _____ and flies and (7) _____

And do you know she is (8) _____ ?

Her beak is black and her feathers are (9) _____

My parrot is a good pet to (10) _____

She is funny and friendly, and her food is (11) _____

There is lots of food she (12) _____

You should feed her seeds and fruit but never (13) _____

My parrot is (14) _____

And I never feel (15) _____

My parrot and I always have (16) _____

Out of all the pets she is number (17) _____

Exercise 4

Practice reciting your poem in pairs. When you are ready, recite it to your class.

III. More Practice Tasks

Exercise 5

Write a poem about your dream pet. Recite it to your class.



A large rounded rectangular box with a black border and rounded corners, containing 12 horizontal lines for writing a poem.

Exercise 6

Write down three important things about friends. Share them with your partner.

1. Friends must _____

2. Friends always

3. Friends never

Exercise 7

Read the following poem and answer the questions.

Jack

Jack
is my best friend,
I know I can trust him.
I don't have to win things
or prove that I'm strong.
When I'm in trouble
and nobody loves me,
I just call for Jack —
he's for me, right or wrong.

Jack
is my best friend,
who shares all my secrets.
My partner for ball games
and jumping off beds.
The last one I see
as I drift into sleeping,
and just as the pictures
of night fill my head —
Jack licks my nose.

Daphne Kitching

1. What activities do the writer and Jack do together?

2. Who is Jack? Circle an answer.

A boy

A dog

A girl

3. Find two words that sound the same in each stanza.

Stanza 1:

Stanza 2:

Work in groups. Discuss the following questions.

4. Do you like this poem? Circle an answer.

Yes

A little

No

5. What is this poem about?

6. How do you feel when you're listening to the poem?

7. Do you want to have a friend like Jack? Why / Why not?

IV. Vocabulary Building: Adjectives

Exercise 8

Form adjectives from the following verbs by adding suffix **'-tive'**. The new words have similar meaning. Pay special attention to the meanings of words. There may be some difference from the original word to its new form.

<i>Original Word</i>	<i>New Word</i>	<i>Original Word</i>	<i>New Word</i>
protect		prevent	
select		imagine	
create		decorate	
destruct		communicate	
collect		correct	
act		construct	
talk		sense	
operate		produce	

Exercise 9

Fill in the blanks with the words given above. Use each word once only. Make appropriate changes to the words where necessary.

1. China _____ more cars this year than last year.
2. The teacher asked the _____ students to keep quiet.
3. Paul has been _____ to lead the project.
4. Although he didn't say anything, but I _____ he didn't like the idea.
5. A bridge will be _____ to link together Hong Kong, Macau and Zhuhai.
6. We need warm clothes to _____ us against the cold.
7. The lift does not _____ properly.
8. Some rebellious youths are very _____ .
9. People can _____ easily by mobile phones.
10. He is an _____ child – he can tell wonderful stories.
11. Your prompt action _____ a serious accident.
12. Although he has retired, he is still very _____ .
13. _____ show-windows help sales.
14. They work hard, but their efforts are not very _____ .
15. We should make _____ efforts to reduce crime.
16. Students may take some _____ subjects in the college.
17. We should take _____ measures against SARS.
18. Many people are very _____ to pollute smell; they would cough easily when smelling it.
19. The law becomes _____ on 1 January 2007.
20. Can you _____ what it would like to live without electricity?

21. Bright posters _____ the streets during the general election.
22. His proposal was accepted by the Board of Directors, for it was very _____ .
23. Terrorist like to _____ famous constructions to arouse attention.
24. We _____ to each other for almost an hour.
25. Workers who handle asbestos need to wear _____ clothing.
26. I _____ my watch by the time signal.
27. A novelist has to _____ a plot and characters for his novel.
28. The child is very _____ - he can easily make friends with the strangers.
29. A crowd soon _____ at the scene of the accident.
30. Some young offenders are sent to the _____ centres.
31. She is very _____ ; she has written and painted a lot.
32. The time for talking is past ; we must _____ at once.