

S2 English Intensive Class (December)

	Topic	Page
Lesson 14	Reported Speech & Listening Practice	P.1
Lesson 15	Preposition of Movement, Common Phrasal Verbs & Writing Film Review	P.15
Lesson 16	Test & Question Phrases	P.29
Lesson 17	Speaking & Presentation	P.40

S2 English Intensive Class

Lesson 14: Reported Speech & Listening Practice

Lesson Outline

- I. Reporting Questions***
 - *Normal Word Order*
 - *Yes / No Questions*
 - *Question Words*
- II. Listening Practice***

I. Reporting Questions

1. Normal Word Order

Normal word order is used in reported questions, that is, the subject comes before the verb, and it is not necessary to use 'do' or 'did':

Example: "Where does Peter live?" → She asked him ***where Peter lived***.

2. Yes / No Questions

This type of question is reported by using **'ask' + 'if / whether + clause**

Examples:

"Do you speak English?" → He asked me **if I spoke English**.

"Are you British or American?" → He asked me **whether I was British or American**.

"Is it raining?" → She asked **if it was raining**.

"Have you got a computer?" → He wanted to know **whether I had a computer**.

"Can you type?" → She asked **if I could type**.

"Did you come by train?" → He enquired **whether I had come by train**.

"Have you been to Bristol before?" → She asked **if I had been to Bristol before**.

3. Questions Words

This type of question is reported by using 'ask' (or another verb like 'ask') + question word + clause. The clause contains the question, in normal word order and with the necessary tense change.

Examples:

"What is your name?" he asked me. → He asked me **what my name was**.

"How old is your mother?" he asked. → He asked **how old her mother was**.

The mouse said to the elephant, "Where do you live?" → The mouse asked the elephant **where she lived**.

"What time does the train arrive?" she asked. → She asked **what time the train arrived**.

"When can we have dinner?" she asked. → She asked **when they could have dinner**.

The elephant said to the mouse, "Why are you so small?" → The elephant asked the mouse **why she was so small**.

Exercise 1

Change the following questions using reported speech.

1. He asked me, 'Have you finished reading the newspaper?'

2. Cherry asked her, 'How long have you lived here?'

3. She asked me, 'When are we going to leave?'

4. Mark asked me, 'Why do you want to study Russian?'

5. Jason asked me, 'Are you coming with me?'

6. "What is the time?"

7. "Don't talk!" the teacher tells us.

8. "Have you finished with the computer?" she asked.

9. "I'll give you your money back tomorrow." she promised.

10. I asked the girl, "Can I use your phone?"

11. "When are you going back to Japan?" He asked me.

12. "Why don't you start again?" He suggested.

Exercise 2

Finish the sentences using reported speech.

1. Mandy: "Are the boys reading the book?"

Yesterday Mandy asked me _____

2. Mandy: "Are the boys reading the book?"

Yesterday Jason wanted to know _____

3. Robert: "Is Tim leaving on Friday?"

Yesterday Robert asked me _____

4. Daniel: "Will it rain tomorrow?"

Yesterday Daniel asked me _____

5. Jennifer: "Where do you play football today?"

Yesterday Jennifer wanted to know _____

6. Nancy: "Why didn't Nick go to New York last summer?"

Yesterday Nancy wanted to know _____

7. Barbara: "Must I do my homework this afternoon?"

Yesterday Barbara asked me _____

8. Linda: "Did Max fly to London two weeks ago?"

Yesterday Linda wanted to know _____

9. Grandmother: "Where are my glasses?"

Yesterday Grandmother asked me _____

10. A man: "When does the train to Liverpool leave?"

Yesterday a man asked me _____

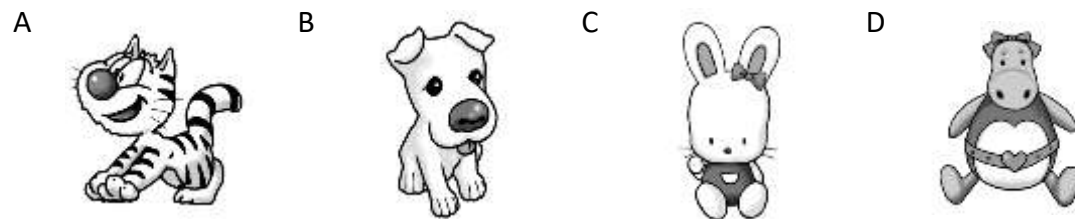
II. Listening Practice

Exercise 3

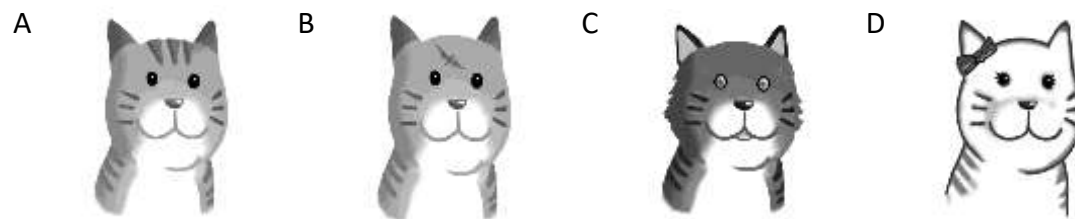
Multiple Choice Questions

In this part you will hear some information for each question and four possible answers are provided. Choose the best answer and circle the letter A, B, C or D.

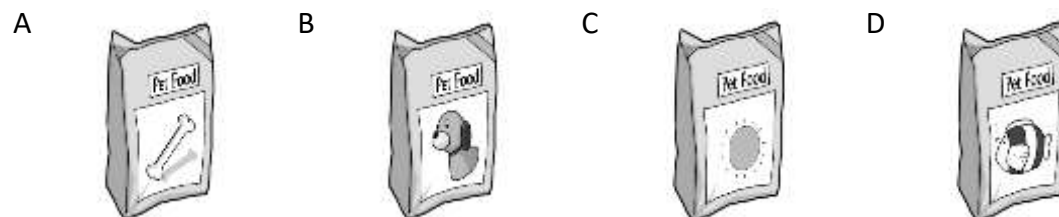
1. Which comic character does Tom like most?



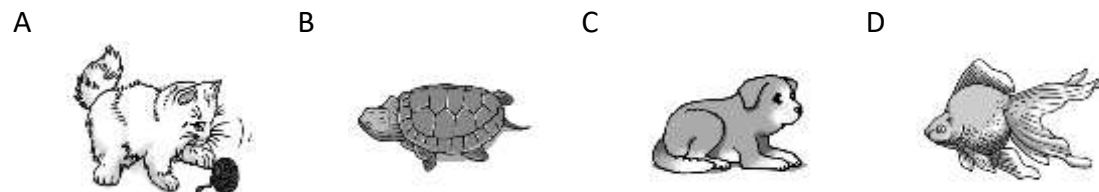
2. Which one is Sam's cat?



3. Which pet food will John buy this time?



4. Which pet will Ken buy?



5. Which comic item has Ben collected?

A



B



C



D



Exercise 4

Matching

In this part, you will listen to some conversations between youngsters about famous people. Match the following pictures of famous people with the correct conversations.



Exercise 5

Teen Idols

Betty is writing a blog called 'Teen Idols'. She is now talking about the idols with her good friend, Ken. Listen to their conversation and complete the two fact sheets below.



Name: Kelly Chen

Date of Birth: _____

Height: _____

- She acted in her first movie, *Whatever Will be, Will be* in _____.
- She sings in Mandarin, Cantonese, _____ and _____.



Name: Alex Fong

Date of Birth: _____

Place of Birth: _____

Occupation: _____

Graduate of: _____

He was a representative of _____

_____.

Exercise 6

Comic Strips

Stephy is working on comic strips. She is asking Tim, her brother, for ideas. Arrange the following pictures in the correct order.



Exercise 7

Pet Time

Betty is watching a television programme called *Pet Time*. It is about how to care for pets. Listen to the conversation and fill in the note sheets below.

Points to Note

If you want to keep a pet, you have to:

1. Make sure you have enough _____ to keep it.
2. Make sure your home is _____ enough for the pets to _____.
3. Make sure you have enough _____ to play with it.
4. Make sure you and your family members are not allergic to _____.



Name: Kitty

Sex: _____

Age: _____

Note: _____ coat and _____

patches around her eyes

Contact Mr Chan at: _____

Exercise 8

Survey Form

Chris, the chairman of the Comics Club at school, is conducting a survey about comics. Complete the comics survey form using the information given on the recording.

Comics Survey Form

Name: _____

Class: _____

Age: ☐ Under 12 ☐ 12-18 ☐ 19 or above

1. How many comic books do you read each week?

☐ 0-3 ☐ 4-6 ☐ 7-9 ☐ 10 or above

2. How often do you buy a comic book?

☐ Daily ☐ Often ☐ Sometimes ☐ Never

3. Types of comics liked 😊 and not liked ☹ (Tick your choices)

Comic Types	😊	☹
<i>Comedy</i>		
<i>Horror</i>		
<i>Action</i>		

4. What is your favourite comic character?

5. Why?

Exercise 9

Read the Date File below. It is a notice from the Comics Club and an email from Sally. Read the following to complete the email that follows.

Do's	Don'ts
<ul style="list-style-type: none">- Read comics during leisure time only.- Tell your parents what you are reading.	<ul style="list-style-type: none">- Read comics with violence.- Spend too much money on comic books.

MAIL NAME

Dear Chris,

Hi, the survey results are done. Most of the students like horror comics and they dislike romance comics the most. The winner of most popular comic character is Robot Cat. Please call me if you have any further questions.

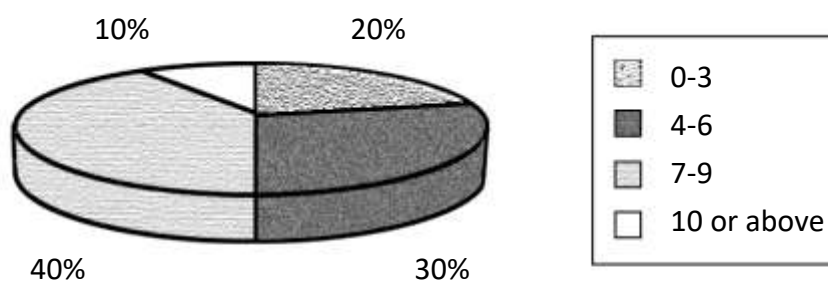
Sally

Read

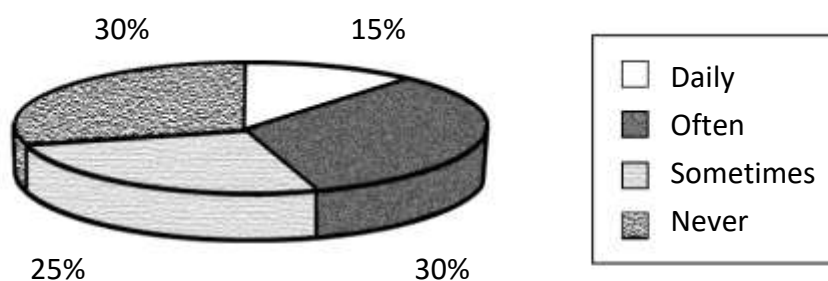
Reply

Forward

How many comic books do you read each week?



How often do you buy a comic book?



Chris is writing a mass email to the students about the survey results of comic books. Fill in the blanks in the email with the information in the data file.

MAIL NAME

Dear students,

I am the chairman of the _____ Club at school. We have conducted a survey about the comic reading habits of our schoolmates. The favourite type of comic is _____ and the type the students here dislike most is _____. _____ has the greatest number of fans at school. Most of the students read _____ comic books each week; 15% of our students buy comic books daily while - _____ of our students never buy comic books at all. Thank you to each of you who helped us complete the survey. All those who were interviewed will be given a small gift.

Although reading comics can be fun, we should read comics during _____ time only. It is better for you to tell your _____ what you are reading. Teachers know that some of you are reading comics that contain - _____. Those comics are not healthy for us. Moreover, we should not spend too much _____ on comic books.

For all of us who enjoy comics, let's remember to keep our work and play in balance as we enjoy our fun!

Regards,
Chris
Chairman of Comics Club

Send

Reply

Forward

S2 English Intensive Class

Lesson 15: Prepositions of Movement, Common Phrasal Verbs & Writing Film Review

Lesson Outline

- I. *Prepositions of Movement*
 - *To, Through & Across*
 - *More Prepositions of Movement*
- II. *Common Phrasal Verbs*
- III. *Writing Film Review*

I. Prepositions of Movement

Prepositions can be used to show movement.

1. To, Through & Across

- We use '**to**' to show movement *with the aim of a specific destination*.

Examples:

I moved **to** *Germany* in 1998.

He's gone **to** *the shops*.

- We use '**through**' to show movement *from one side of an enclosed space to the other*.

Example:

The train went **through** *the tunnel*.

- We use '**across**' to show movement *from one side of a surface or line to another*.

Example:

She swam **across** the river.

2. More Prepositions of Movement

She ran ...	to	the door.
	through	the tunnel. <i>(from one side of an enclosed space to the other)</i>
	across	the road. <i>(from one side of an open space to the other)</i>
	along	the road. <i>(the length of the road)</i>
	down	the road. <i>(the length of the road)</i>
	over	the bridge. <i>(from one side of an open space to the other)</i>
	off	the stage.
	round	the track.
	into	the room.

Exercise 1

Ben is writing an email to his cousin Tim. Help him to complete it with the most appropriate prepositions of movement in the word box. You can use two of the prepositions more than once.

<i>across</i>	<i>around</i>	<i>into</i>	<i>out of</i>
<i>over</i>	<i>through</i>	<i>towards</i>	

Hi Tim,

How's life in Canada? I walked (1) _____ a pet store yesterday to buy a goldfish. I walked (2) _____ it with a new pet and a part-time job as well. I'll work ten hours a week at the pet store. I think I can save enough money now to visit you soon.

Anyway, I just saw the latest *Pirates of the Caribbean* film. It's great! It starts with Jack Sparrow's friends trying to find him. They sail (3) _____ the Pacific Ocean to Singapore to steal a map. It's in the shape of a circle that they need to keep turning (4) _____. They use it to first sail (5) _____ fog. Then, they sail (6) _____ a cave. Finally, they sail (7) _____ a large waterfall. They turn the ship (8) _____, but it still goes (9) _____ the edge.

I won't tell you anymore because I'm not sure if you've seen the film yet. Let me know your favourite scene after you watch it.

Ben

Exercise 2

Tim is replying to Ben's email. Help him to complete it with the most appropriate prepositions of movement in the word box.

<i>across</i>	<i>along</i>	<i>down</i>
<i>into</i>	<i>onto</i>	<i>over</i>
<i>towards</i>	<i>under</i>	<i>up</i>

Hi Ben,

Can you fly (1) _____ to Vancouver this summer? It'll be good to see you.

There are many things to do here. We can go (2) _____ to the top of

Harbour Centre for a great city view and then go to Vancouver Aquarium. A glass

tunnel runs (3) _____ it so you can see the animals from below. We can

also take the air tram outside the city (4) _____ its scenic route. When

you look (5) _____ from it, you can see the Fraser River flowing quickly

(6) _____ the sea.

I saw *Pirates of the Caribbean 3* last night. My favourite scene is when *The Black*

Pearl and *The Flying Dutchman* start their fight. First, the ships fire cannonballs at

each other. Then, the pirates swing (7) _____ the sea to fight each other

with swords. Finally, the ships crash (8) _____ each other. All of this

happens while heavy rain falls (9) _____ the ships. I loved it!

Tim

II. Common Phrasal Verbs

1. account for = explain
e.g. Peter had to account for the money he spent when he came home from camp.
2. break down = stop functioning
e.g. The bus broke down just half a mile from school.
3. break into = enter by force
e.g. The burglars broke into Mr. Wong's flat when he was on holiday with his family.
4. break out = suddenly begin (of fire)
e.g. Peter was doing his homework when the fire broke out.
5. bring about = cause
e.g. The Moscow Campaign brought about Napoleon's downfall.
6. bring up = teach, educate
e.g. She brought up her children to be honest.
7. bring up = raise
e.g. In the meeting, the matter was brought up for discussion.
8. brush up = revise
e.g. I must brush up my English or my foreign friend will not be able to understand me.
9. call off = cancel
e.g. It rained heavily and the football match was called off.
10. call (somebody) up = phone him/her
e.g. Peter, Mary would like you to call her up on the telephone.
11. carry away = be excited
e.g. The audience was carried away by the magnificent performance of the actress.
12. carry on = continue
e.g. Though other boys are playing, John carries on with his work.

13. carry out = put (something) into practice
e.g. *We need a lot of money to carry out the scheme.*
14. catch up with = come up from behind
e.g. *You must catch up with your lessons as you have been absent for a week.*
15. clear out = leave quickly
e.g. *"Clear out! The building is on fire."*
16. clear (something) up = make it tidy again
e.g. *The kitchen is in a mess. We must clear it up.*
17. come up = approach
e.g. *The beggar came up to me and asked for a dollar to buy some food.*
18. count on = depend on
e.g. *Tony, I count on you to prepare the food for the party tomorrow.*
19. cross it out = delete by putting a cross on it
e.g. *If you make a mistake, just cross it out.*
20. cut down = reduce
e.g. *In view of the fuel crisis, the Government made an appeal to the public to cut down the use of electricity.*
21. cut out for (a certain job) = be suitable for (the job)
e.g. *No matter how much effort you put in, you'll fail because you're not cut out for a painter.*
22. fed up = bored, tired
e.g. *Mary is fed up with waiting for Peter so she went home.*
23. get off = to leave (a public vehicle)
e.g. *Why didn't you get off the train when it arrived at the station?*
24. get on = to enter (a public vehicle)
e.g. *Peter got off the bus to buy something in the shop, and then got on again.*
25. get up = rise from bed in the morning
e.g. *I was so tired this morning that I couldn't get up.*
26. go over = check quickly
e.g. *Shall we go over the answers for this exercise again?*
27. hold up = stop in order to rob
e.g. *The cashier, who was held up by the robbers, could do nothing but obey them.*

28. hold (something) up = delay, block
e.g. The accident held the traffic up for almost two hours.
29. hold on = wait
e.g. Mr. Hui is busy on the other telephone but if you will hold on a moment, he will speak to you.
30. keep up with = to remain level
e.g. I can't keep up with the teacher who speaks so fast.
31. knock into = hit
e.g. Teacher: You should say 'sorry' when you knock into someone on the street.
32. look after = take care
e.g. a. The mother looked after her baby with loving care.
b. Alice usually looks after her little brother when her parents are away from home.
33. look out = be careful
e.g. Look out! There's a car coming.
34. look (a word) up (in a dictionary)
e.g. If you come across a new word, you can look it up in a dictionary.
35. make out = hear clearly
e.g. He was speaking so quickly that I couldn't make out a word.
36. pick (somebody) up = collect a person by a car
e.g. I shall pick you up at seven o'clock sharp, so be punctual.
37. put out = extinguish
e.g. The neighbours managed to put out the fire before the firemen's arrival.
38. put out = worried or annoyed
e.g. Mary was very put out when her friend told her that the new hair style did not suit her.
39. put (somebody) up = give lodging to somebody
e.g. When you come to Hong Kong, I can put you up for the night.
40. put up = hang
e.g. Mother: It will be X'mas day tomorrow. Let's take down the old pictures and put up some new ones on the wall.
41. put up with = tolerate, bear
e.g. Stop making so much noise! I can't put up with it any longer.

42. run into = meet accidentally
e.g. I ran into my uncle and his family at Central.
43. run out = become exhausted, finish
e.g. I have run out of milk, would you please get some for me on your way home?
44. speak up = speak louder
e.g. Please speak up, I cannot hear you.
45. take after = resemble
e.g. John looks like his father, but takes after his mother in character.
46. take off = rise into the air
e.g. It was my first flight. I was very nervous as the plane took off.
47. take up = begin a hobby
e.g. He took up stamp collecting at a very young age; and now he has a valuable collection
48. turn down = refuse, decline, reject
e.g. The salary was so low that Jack turned down the offer.
49. turn in = go to bed
e.g. Children should turn in by 10:00 p.m. at the latest.
50. turn off = switch off
e.g. Please turn off the fans and lights before you leave the classroom.
51. turn on = switch on
e.g. a. It's dark in this room. Turn on the light, please.
b. Please turn on the light; it is dark now.
52. turn out = produce
e.g. The factory turns out 200 television sets each day.
53. turn up = present, appear
e.g. We arranged to meet at the station but she didn't turn up.
54. wind up = end a speech or meeting
e.g. The President wound up his speech by promising to do his best for the people.

Exercise 3

Choose and circle the most appropriate meaning.

1. Look _____! There's a car coming.
A. at
B. up
C. down
D. out
2. Sorry I'm late. My car has broken _____ on the way here.
A. at
B. up
C. down
D. out
3. I was so tired this morning that I couldn't get _____.
A. at
B. up
C. down
D. out
4. It's dark in this room. _____ the light, please.
A. Turn off
B. Turn on
C. Put off
D. Put on
5. Though other boys are playing, John carries _____ with his work.
A. in
B. for
C. on
D. away
6. You must catch _____ with your lessons as you have been absent for a week.
A. out
B. up
C. in
D. on
7. The fire was finally put _____ by the firemen.
A. through
B. off
C. away
D. out
8. The bus broke _____ just half a mile from school.
A. down
B. up
C. off
D. away
9. Thieves _____ Mr. Wong's house while he was away.
A. broke up
B. broke out
C. broke into
D. broke down
10. It rained heavily and the football match was _____.
A. called off
B. called in
C. called away
D. called on

11. The mother looked _____ her baby with loving care.
A. up
B. after
C. for
D. out
12. I ran _____ my uncle and his family in Central.
A. about
B. on
C. out
D. into
13. He was speaking so quickly that I couldn't _____ a word.
A. make up
B. make over
C. make out
D. make of
14. It was my first flight. I was very nervous as the plane took _____.
A. up
B. down
C. off
D. in
15. If you make a mistake, just _____.
A. cross it out
B. cross it away
C. knock it out
D. knock it away
16. The accident held the traffic _____ for almost two hours.
A. up
B. down
C. off
D. in
17. Please speak _____, I cannot hear you.
A. on
B. up
C. for
D. at
18. Teacher: Shall we _____ the answers for this exercise again?
A. go with
B. go up
C. go over
D. go into
19. Please _____ your cigarette. We do not allow smoking here.
A. put out
B. put on
C. put off
D. put through
20. Peter, Mary would like you to call her _____ on the telephone.
A. in
B. after
C. up
D. at

Exercise 4

Fill in the blanks with the help of the box given. You may use some of the phrasal verbs more than once.

bring about	bring up	carry out	carry on
catch up with	clear up	clear out	

- She educated her children
She _____ her children to be honest.
- We need a lot of money to fulfil the scheme.
We need a lot of money to _____.
- In the meeting, the matter was raised for discussion.
In the meeting, the matter _____ for discussion.
- The Moscow Campaign caused Napoleon's downfall.
The Moscow Campaign _____ Napoleon's downfall.
- Peter finally came up from behind the leader in the race.
Peter finally _____ the leader in the race.
- "Leave quickly! The building is on fire."
" _____! The building is on fire."
- Rescue operations continued in spite of the typhoon.
Rescue operations _____ in spite of the typhoon.
- The kitchen is in a mess. We must put it in order.
The kitchen is in a mess. We must _____.

Exercise 5

Fill in the blanks with the help of the box given.

sign up	make up	look up	get at
add up	go back	get over	go ahead

1. What are you trying to _____?
2. Don't worry. You'll _____ the fear in time.
3. "You can _____ with the plans," the manager said.
4. The bills _____ to \$5000. That is more than we expected.
5. Paul has decided to _____ for an English course.
6. How can I _____ for the loss I have caused you?
7. "_____, Mary!" "There is a car coming!" said Paul.
8. You have promised to help me; you can't _____ on your promise now!

III. Writing Film Review

Generally a good film review follows a format that goes as the following.

1. Hook

A phrase that leads the reader/ listener into the review by introducing the subject and reviewer's opinion in an INTERESTING way.

2. The Plot

Usually a zesty description of what happens in the first 10-20 minutes of the film is enough to let the reader know what is talking about in the story. Only when a film is morally reprehensible should a viewer give away the ending, preferably in the lead.

3. Main Content

Two or three paragraphs that support the reviewer's opinion with examples from the film. Supported opinions are the greatest value in a review or critique for any audience.

Exercise 6

Use the ideas you learnt and write a film review of your favourite movie.

S2 English Intensive Class

Lesson 16: Test & Question Phrases

Lesson Outline

- I. Test
- II. Question Phrases
 - "How"
 - Adjective / Adverb after "How"

I. Test

TOTAL MARK: / 95

- A. Rewrite the following sentences in the *simple past tense*, *past continuous tense* or *past perfect tense*. Replace any adverbs or adverbial phrases with other suitable words where necessary. The first two have been done for you. (20% @2%)**

1. We visit our grandmother once a week.

We visited our grandmother last week.

2. The boys are playing football now.

The boys were playing football all yesterday afternoon.

3. The practice will end soon because the sun is setting.

4. The team starts practising everyday at four o'clock.

5. The coach is watching him at present.

6. They have a game every Friday evening.

7. John cleans his football shoes every day.

8. My brother is wearing a red shirt today.

9. We buy two bottles of Coke to drink.

10. My sister does not come to the games because she does not like playing football.

11. Though the boys are not playing badly, they are losing the game.

12. We are not practising today because it is raining hard.

B. Choose the best answer. *Circle the letter only.* (20% @1%)

1. There _____ twelve months in a year.

- a. will be b. are c. is
d. have been e. were

2. I _____ the eldest child in my family.

- a. have been b. am being c. am
d. will be e. shall be

3. We now only _____ to the cinema once a month.

- a. shall go b. have gone c. went
d. go e. were going

4. The other side of the moon _____ once a mystery.
- a. is b. has been c. was
- d. had been e. was being
5. Please wait. Mr. Scott _____ on the other line at the moment.
- a. talks b. talked c. has talked
- d. is talking e. will talk
6. You cannot have the newspaper now. Uncle Tom _____ it.
- a. reads b. has read c. is reading
- d. read e. had read
7. The pupils _____ up their books before the bell rang.
- a. will pack b. are packing c. had packed
- d. have packed e. was packing
8. I _____ Tom in the park the other day.
- a. have met b. meet c. met
- d. had met e. was meeting
9. The Great Wall of China _____ many years ago.
- a. was being built b. had been built c. was built
- d. had built e. built
10. I _____ of him since he left school last year.
- a. did not hear b. have not heard c. shall not hear
- d. was not hearing e. am not hearing
11. This kind of plane _____ a jumbo jet.
- a. calls b. had called c. was calling
- d. is called e. will call

12. Australia _____ the largest island in the world.
- a. considers b. will consider c. is considered
d. is considering e. has considered
13. When we lived in Singapore ten years ago, Mrs. Leung _____ the house for us.
- a. kept b. is keeping c. keeps
d. was kept e. has kept
14. The wounded man _____ to the hospital by ambulance.
- a. just took b. was just taking c. is just taken
d. has just been taken e. has just taken
15. The patient died while he _____ to the hospital by ambulance.
- a. took b. was taken c. was taking
d. was being taken e. had taken
16. We _____ at home if it rains.
- a. were staying b. stayed c. have stayed
d. shall stay e. had stayed
17. You _____ into Form three next year.
- a. are moved up b. are moving up c. will move up
d. will be moved e. have been moved up
18. The teacher _____ this lesson to you again.
- a. had explained b. will explain c. have explained
d. will be explained e. has been explained

19. By the end of the month, he _____ all his money.
- a. will spend b. is spending c. has spent
- d. will have spent e. will have been spent
20. He told me that all his money _____ .
- a. stole b. have been stolen c. had stolen
- d. had been stolen e. was stealing

C. Proofreading. The following passage needs to be corrected as there are a number of mistakes in it. No line has more than one mistake and some lines are correct. (40% @2%)

Street sweeper in Switzerland are becoming	1. _____
blue-collar travel guides for tourist.	2. _____
Government teachers are taking the workers into	3. _____
the classroom to teach them the histroy of the country.	4. _____
The sweepers are give maps, shop opening times and	5. _____
a notebook. A notebook contains the addresses of	6. _____
famous restaurants, department stores and hotels.	7. _____
They can help the tourists with such a information.	8. _____
'Street cleaners are always being asked tourists	9. _____
for local information's. Unfortunately, they usually	10. _____
cannot offer helps. Many still try their best to help	11. _____
but they has to spend a long time consulting others.	12. _____
We should improved the quality of the information	13. _____
given for our tourists. The street cleaners have	14. _____
a great advantage,' said Hans-Peter Ernst, a government	15. _____
official.	16. _____

- Street sweeper phillippe Girade said, 'People were 17. _____
always asking me questions but I was unable to 18. _____
answer them. Now I can help them. Its also great to 19. _____
talk to people more as well.' 20. _____

D. Cloze Passage. Choose the best answer to complete the text. Circle the letter only. (15% @1%)

The Eskimos

Do you know Eskimos? Let's tell you something about their 1. .

The Eskimos live near the North Pole. There are 2. two reasons: winter and summer. There are no spring 3. autumn there. The winter nights are long. You can't 4. the sun for more than two months, even at noon. The summer days are long. For more than two months, the sun never 5. and there is no light.

The Eskimos have 6. clothes. They make their clothes from the skins of animals. From skins they make coats, caps and 7. .

Near the North Pole, trees can't grow, for it is 8. there. The Eskimos 9. Make their houses from skins, stone or snow. When they 10. in a storm and can't 11. home, they make houses of snow. They 12. these snow houses when the storm is 13. .

Life is 14. For the Eskimos, but they still 15. to live there.

- | | |
|-----------------|-------------------------|
| 1. a. lives | 2. a. generally |
| b. life | b. X |
| c. living | c. Totally |
| d. live | d. Only |
| 3. a. not | 4. a. see |
| b. or | b. watch |
| c. no | c. look |
| d. neither | d. get |
| 5. a. rises on | 6. a. cotton |
| b. goes up | b. solid |
| c. rises up | c. warm |
| d. goes down | d. cold |
| 7. a. food | 8. a. too cold |
| b. drinks | b. too hot |
| c. medicine | c. either cold or hot |
| d. shoes | d. neither cold nor hot |
| 9. a. will | 10. a. go out |
| b. should | b. go over |
| c. never | c. go on |
| d. have to | d. go up |
| 11. a. get back | 12. a. left |
| b. get off | b. leave |
| c. get on | c. built |
| d. get in | d. break |

13. a. over
b. finished
c. ended
d. in the end

14. a. easy
b. easily
c. hard
d. hardly

15. a. want
b. like
c. wish
d. hope

II. Questions Phrases

1. “How”

We use “**How**” to form question phrases to:

- ask about a *measurement*

Example: **How high** is IFC (International Financial Centre)?

- ask about *frequency*

Example: **How often** do you go to the library?

- ask about a *condition*

Example: **How well** did I sing?

- ask about *weight*

Example: **How heavy** is your schooldbag?

- ask about *distance*

Example: **How far** is Tin Shui Wai from Central?

2. *Adjective / Adverb after “How”*

We add an *adjective* or an *adverb* after “**How**” to form a question phrase.

- “**How fast**” to ask about *speed*

Example: **How fast** can you run?

- “**How often**” to ask about *frequency*

Example: **How often** do you go to the cinema?

- “**How well**” to ask about *ability*

Example: **How well** can you cook?

Exercise 1

Ian is having a meeting with Mary for the 'Unusual but true' edition of the school magazine. Complete their conversation forming question phrases with the use of the most appropriate adjectives and adverbs in the word box. Use capital letters where necessary.

*fast**hard**long**tall**wide*

Ian: Hi, Mary. Thanks for preparing the game for next month's edition of the school magazine. (1) _____ did it take you?

Mary: It only took me a few hours. What do you think about the facts in it?

Ian: I like them. My favourite one is about the hippo.
(2) _____ does its mouth become when it yawns? I can't remember.

Mary: Well, (3) _____ are you? I think you're about 1.4 metres.
A hippo opens its mouth about 1.2 metres when it yawns.

Ian: Wow! Anyway, I think we need more facts in the game and photos of the animals as well. (4) _____ would it be to get photos?

Mary: It'd be easy to get photos of the animals.

Ian: Great! Also, (5) _____ can you increase the number of facts from five to eight?

Mary: I can do it this evening. It shouldn't take too long.

Ian: Wonderful! Oh, look! Tanya's finally here.

Exercise 2

Ian, Mary and Tanya are having a meeting for next month's edition of the school magazine. Complete their conversation forming question phrases with the use of the most appropriate adjectives and adverbs in the word box. Use capital letters where necessary.

*far**late**long**often**quickly*

- | | |
|---------------|---|
| Tanya: | Sorry, I'm late. |
| Ian: | It's OK. We're discussing the game that Mary prepared. I think we should have eight facts in it instead of just five. |
| Tanya: | I know another one. (1) _____ can a kangaroo travel in one jump? Believe it or not, it can travel nearly ten metres! |
| Mary: | That's a good one, Tanya. For the other facts of the game, can you help me to find out the answers to these questions. First,
(2) _____ can a cockroach run? And second,
(3) _____ is the tongue of a giraffe? I think it would be good to include these pieces of information. |
| Tanya: | No problem ... and I'll add another question to the list.
(4) _____ are cows correct when they think it's going to rain? |
| Ian: | Excellent. Now, (5) _____ can you stay for this meeting? I think we need thirty minutes more to discuss the other sections. |
| Mary: | OK. |
| Tanya: | That's fine with me. |

S2 English Intensive Class

Lesson 17: Speaking & Presentation

Lesson Outline

- I. Presentation Skills Review*
- II. Writing Notes For Presentation*
- III. Speaking & Presentation Practice*

I. Presentation Skills Review

Let's have a recap on what we have learnt about presentation.

1. 3Is – Nature of A Presentation:

- To i _____
- To i _____
- To i _____

2. Be A Good Presenter

- Be w _____ -p _____
- Study and understand the a _____
- Be careful about your a _____

Exercise 1

Share with your classmates and your teacher what you did last week or the events happened in your school last week.

II. Writing Notes For Presentation

Later in this lesson, you will need to give a presentation and you may prepare notes for it. How will you prepare your notes? How will it look like?

Tips on writing notes for presentations

- Only use ONE note card, if possible.
- Write main words, not whole sentences.
- Write character names and words that are hard to pronounce.
- Highlight or underline parts of words you often say wrongly.
- Use different symbols or methods to make your notes easy to read.
→ Arrows or · Bullet points or 1. Numbers or Different colours
- Make sure you can easily read your notes.
- Practice making notes for presentations. Develop your own style.
- Practice using note cards at home in front of a mirror or with classmates at school.
- Try looking at your notes as little as possible during the presentation.
- Remember that your teacher could ask to see your note card to check that you haven't copied from other sources!

III. Speaking & Presentation Practice

Exercise 2

Ordering a Baby

Read

The year is 2250. Your family group has decided to have a new child. Since the 20th century, the method of having children has radically changed. Instead of the old way, now each family group can decide on the characteristics of the child to have and then orders the child from a local factory. Fill out the following application form for your new baby boy/girl.

Consider

1. Radically characteristics (skin colour, etc) are not a primary consideration, since they will be determined primarily by the characteristics of the family group (the government allows little variation in the matter).
2. In terms of IQ, 100-120 is considered “normal”; 140 or above is considered “genius”; around 250 is the highest ever calculated for anyone.
3. _____ : indicates a different choice of your own.

Decide and Write

FUTURO BABY FACTORY: ORDER FORM

Name(s) of group applying:

Date:

Characteristics (please circle your choice):

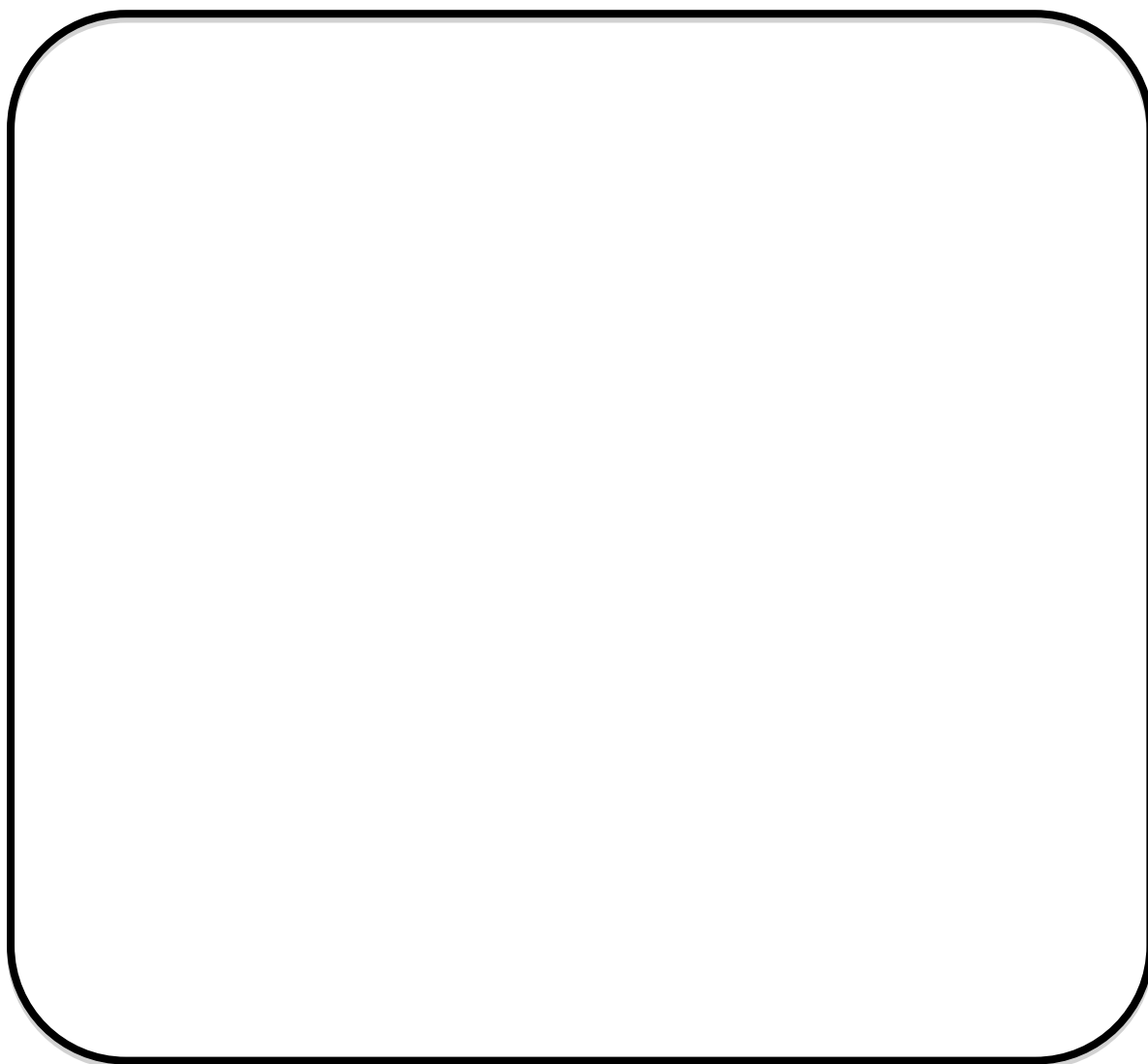
1. Sex:	Male / Female
2. Colour of eyes:	red / yellow (blonde) / green / brown / black / turquoise / blue / tan / white Others: <i>(please specify)</i> _____
3. Colour of hair:	red / yellow (blonde) / green / brown / black / turquoise / blue / tan / white Others: <i>(please specify)</i> _____
4. Types of hair:	straight / curly / wavy Others: <i>(please specify)</i> _____
5. Future height (cm)	Shortest: _____ ; Tallest: _____
6. Future weight (lbs)	Lightest: _____ ; Heaviest: _____
7. Future IQ (100-200)	Lowest: _____ ; Highest: _____
8. Coordination	right-handed / left-handed / ambidextrous (<i>being able to use both hands equally well</i>)
9. Personality (unlimited choices)	friendly / shy / quiet / talkative / unemotional / emotional / optimistic / pessimistic / passive / aggressive / idealistic / realistic Others: <i>(please specify)</i> _____ _____

10. Areas to excel in <i>(any three)</i>	sports / music / art / dance / science / humanities (language, economics, social sciences) / hand work (plumbing, etc.) Others: <i>(please specify)</i> _____
11. Future profession possibilities <i>(any five)</i>	poet / musician / artist / writer / plumber / electrician / carpenter / research scientist / professor / doctor / lawyer / real estate agent / police officer / firefighter / salesperson / forest ranger / sportsman / pilot / military person / secretary / computer programmer / technician / religious person / chef Others: <i>(please specify)</i> _____

Please explain in 50 words or less why we should process your order (why you want a baby).

Presentation

You will give a **3-minute** presentation on the topic '**Ordering a Baby**'. Write your notes in the following box or on a quarter of a piece of A4 paper.



Exercise 3

Your presentation has just shown your expectations of a baby. What about your parents' expectations of you?

Jot down notes of your answers to the following questions. Write only key words.

1. What kinds of person do/did your parents want you to be?

2. Have you tried to fulfil their expectations of you?

3. How successful have you been in satisfying their expectations?

Now share with your classmates and tell them about your parents' expectations of you.



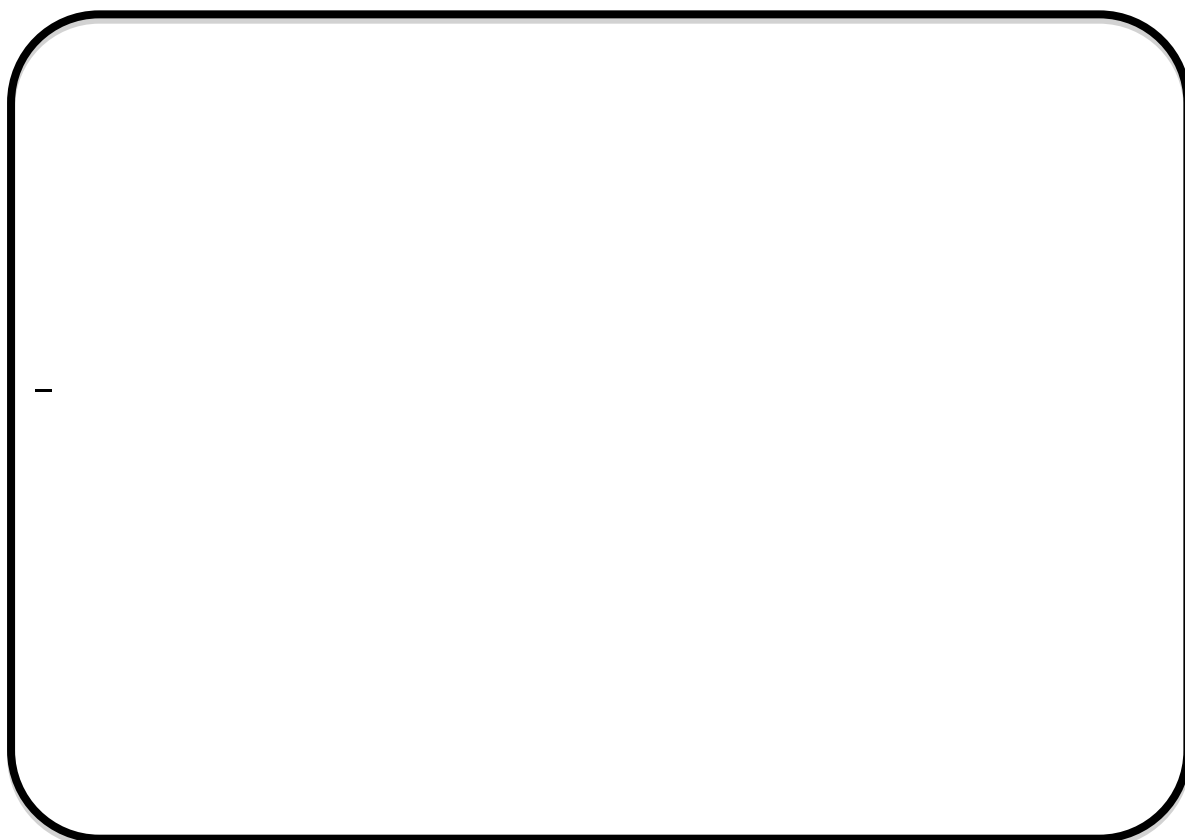
Getting started

Formality of the language to use depends on the formality and purpose of a presentation. In a classroom presentation, a less formal language is usually preferred.

- Good morning, everyone. Let's begin.
- I'm here to talk about...
- I'd like to talk about / discuss / report on / show...

Exercise 4

Here's the last little practice. Now, do the opening of your last presentation again, using the openings suggested above.



—