

S3 English Intensive Class (December)

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S3 Intensive English Class

Lesson 14: Conditionals (Type 3) & Letter of Advice and Writing

Lesson Outline

- I. *Conditionals (Type 3)*
- II. *Letter of Advice and Writing*

I. Conditionals (Type 3)

1. Often referred to as the "past" conditional because it concerns only past situations with hypothetical results. Used to *express a hypothetical result to a past given situation*.

Examples:

If he ***had known*** that, he ***would have decided*** differently.

Jane ***would have found*** a new job if she ***had stayed*** in London.

2. Conditional 3 is formed by the use of the ***past perfect*** in the if-clause followed by a comma ***would have past participle*** in the result clause. You can also put the result clause first without using a comma between the clauses.

Examples:

If David ***had won*** the competition, life ***would have changed***.

Life ***would have changed*** if David ***had won*** the competition.

Exercise 1

Fill the blanks the most appropriate form of verb given in the bracket.

1. If you had arrived earlier, you _____ me on TV. (see)
2. If you had put some vegetables in the sandwiches, they _____ better. (taste)
3. If I _____ what a bad driver you were, I wouldn't have come with you. (know)
4. If you had told me that, I _____ him any money. (not lend)
5. If she _____ more slowly, everybody would have understood her. (speak)
6. The burglars wouldn't have got in if you _____ the door. (close)
7. I wouldn't have eaten it if I _____ that there was garlic in it. (know)
8. If I had tried again, I think that I _____ successful. (be)
9. You wouldn't have got into trouble if you _____ to me. (listen)
10. If she had listened to my directions, she _____. (not get lost)
11. If I hadn't been so silly, I _____ a lot of money. (earn)
12. If he had known all the facts, he _____ so angry. (not be)
13. I _____ a taxi if I had known that it was such a long way. (take)
14. If you had told me everything about him, I _____ him anything. (not tell)
15. If he _____ the fire, he wouldn't have been so hot. (put out)
16. If I had been ready when he phoned, he _____ me with them. (take)

Exercise 2

Rewrite the following sentences using Type 1, 2 or 3 conditional sentences. The first one has been done for you as an example.

1. Tom felt sick because he ate too much.

If Tom had not eaten so much, he would not have felt sick.

2. You want to go cycling and you hope that it will be sunny tomorrow.

_____.

3. Mr Wong wants to lower taxes but he is not the President.

_____.

4. The accident happened because the car in front stopped suddenly.

_____.

5. Mr Lee wants to apply for the post of Director, but he doesn't have the same qualifications as Peter So.

_____.

6. John was sunburnt because he didn't wear sunscreen.

_____.

7. You are planning to invite Tina to your party but don't know if she is free tomorrow.

_____.

8. Sandy didn't join us because she was ill yesterday.

_____.

II. Letter of Advice And Writing

Exercise 3

Which phrase or type of language would you find in a formal letter? Which phrase or type of language would you find in an informal letter?

Put the letter 'F' next to those phrases or language types that are used in formal letters and 'I' next to those used in informal letters.

1. I am sorry to inform you that...	2. phrasal verbs
3. I am very grateful for...	4. Why don't we...
5. I will not be able to attend the...	6. idioms and slang
7. contracted verb forms like <i>we've</i> , <i>I'm</i> , <i>etc.</i>	8. Give my regards to...
9. I look forward to hearing from you...	10. Let me know as soon as...
11. short sentences	12. Dear Tom,
13. Dear Ms Smithers,	14. Best wishes,
15. Yours faithfully,	16. I'm really sorry I...
17. Unfortunately, we will have to postpone...	18. We had a little bit of luck...
19. Our computers are used for a variety...	20. I use my pencil sharpener for...
21. polite phrases	22. fewer passive verb forms

Exercise 4

Look at the phrases 1-11 and match them with a purpose A-K.

- | | | |
|-----------------------------------|---------|------------------------------------|
| 1. That reminds me ... | () | A. to finish the letter |
| 2. Why don't we ... | () | B. to apologize |
| 3. I'd better get going ... | () | C. to thank the person for writing |
| 4. Thanks for your letter ... | () | D. to begin the letter |
| 5. Please let me know ... | () | E. to change the subject |
| 6. I'm really sorry ... | () | F. to ask a favor |
| 7. Love, | () | G. before signing the letter |
| 8. Could you do something for me? | () | H. to suggest or invite |
| 9. Write soon ... | () | I. to ask for a reply |
| 10. Did you know that ... | () | J. to ask for a response |
| 11. I'm happy to hear that ... | () | K. to share some information |

Exercise 5

Match the problems on the left column with the advice on the right column. Use each letter *once* only.

- | | | |
|------------------------------------------------------------------|---------|----------------------------------------------------------------------------------|
| 1. My parents are too strict with me. | () | a. You ought to arrange some activities with your friends. |
| 2. The other students tease me because I'm slow in class. | () | b. You should study for a short time every evening then you won't need to worry. |
| 3. I always get embarrassed and go red when I speak to people. | () | c. You should join a club and meet some new people. |
| 4. My weekends are really boring. | () | d. If I were you, I'd breathe slowly and try to relax. |
| 5. I can't get to sleep at night. | () | e. You ought to get a job on Saturdays. |
| 6. I'm worried about my history exam. | () | f. You ought to ask your teacher for extra help. |
| 7. I feel lonely. | () | g. If I were you, I'd practise with friends at the weekends. |
| 8. I want to be in the volleyball team, but I'm not good enough. | () | h. If I were you, I'd read for half an hour before bedtime. |
| 9. All my friends have more money than me. | () | i. You ought to ask him some questions about your schoolwork. |
| 10. I like Kenny but he doesn't notice me. | () | j. You should tell your parents that you need more freedom. |

Exercise 6

Complete the letter of advice below with 'ought', 'should', 'should not', 'would', 'would not' or 'were'.

Dear Alison,

I am sorry to hear that you are so miserable at your new school. First, let me say that I think you (1) _____ worry too much. Everybody has difficulties when they start something new. I am sure most of your problems will disappear when you get used to your new school.

You say that you have not been able to make friends. You (2) _____ feel that this is your fault. Remember, the other students may be shy and this might be the reason why they do not talk to you. I think you (3) _____ to join a school club or maybe two! The other students will be more relaxed and interested in getting to know you outside the classroom.

Of course the work seems more difficult because you have different teachers and you are in a higher form now! If I (4) _____ you, I would talk to one of the teachers about this. Maybe they can suggest some private study that you can do to help yourself. Also, I (5) _____ invite some of the other students to form a homework club. That way, you could all help each other.

I am sorry to hear that your parents are very busy at work and you feel they have no time to talk to you. But what about Sundays? If I were you, I

(6) _____ spend Sundays away from my family, but try to organise

a family day so that you all can be together. Then you (7) _____
explain to them that you feel lonely. I am sure they will be happy to help you when
they understand.

Finally, you (8) _____ to keep in touch with your friends from your
old school. Remember, they may miss you too.

With best wishes,
Connie

Exercise 7

Match each problem below with the most appropriate piece of advice.

- | | | |
|------------------------------------------------------------------------------------------|---------|-----------------------------------------------------------|
| 1. I have a headache. | () | A. I think she should go to France. |
| 2. Sally wants to visit her family in Italy again but her husband wants to go to France. | () | B. I think he should take it to 'Lost and Found'. |
| 3. My dad wants to buy a new car but he'll have to take out a loan. | () | C. You should take an aspirin. |
| 4. I fell down yesterday and I've got a terrible pain in my right leg. | () | D. You ought to apologise to him. |
| 5. Paul found a bag at the cycling track last Saturday. | () | E. If I were your Dad, I'd wait until I had enough money. |
| 6. The twins failed their English tests again. | () | F. You ought to ask her what's wrong. |
| 7. I'm worried about my little sister. She's been crying all day today. | () | G. I think you should see a doctor. |
| 8. I lost one of my friend's CDs. | () | H. I think they ought to study harder. |

Exercise 8

Molly and Beth are talking about their problems. Complete their conversation below with the phrases from the word box.

<i>I think you should start</i>	<i>I would tell them</i>
<i>If I were your mum</i>	<i>You ought to tell to them</i>
<i>You should choose the right time</i>	<i>you should let them know</i>
<i>You should write them a letter</i>	<i>You shouldn't worry</i>

Molly: I'd like your advice.

Beth: Sure. What's the problem?

Molly: My parents think I'm still a baby. They don't let me out. They're too strict.

Beth: That's normal! (1) _____ about how you feel. I'm sure they'll understand!

Molly: I've tried but I feel so embarrassed and they're so busy all the time.

Beth: I know how you feel. The same happened to me.

(2) _____. If I were you,

(3) _____ when they're not busy and you're relaxed.

Molly: That's impossible! They're always busy!

Beth: Then (4) _____.

(5) _____, I would understand how you feel.

Molly: But I can never find the right words! I don't know what to say or how to write to them!

Beth: (6) _____ too much about the note! (7) _____ writing now and you can change it later if you like.

Molly: Will you help me?

Beth: Sure! I think (8) _____ how much you love them first.

Exercise 9

Read this e-mail from your friend Sammy and write a reply. Give reasons for your advice. Start your e-mail 'Dear Sammy' and end it with 'Chris'.

Dear Chris,

I need your advice. I hope you can help me. My friend comes from a very poor family. Last week, I saw her stealing some textbooks from classmates. The next day, I saw her selling them. I know what my friend did was wrong but I also know she needs money. What should I do?

Sammy

[illegible]

S3 Intensive English Class

Lesson 15: Poem & Survey Report

Lesson Outline

- I. Poem: Onomatopoeia
- II. Survey Report
 - Structure
 - Survey Report Sample

I. Poem: Onomatopoeia

Onomatopoeia (from the Greek):

***ónoma* = name and *poi* = to make**

Onomatopoeia is the literary device that relies on words that imitate the sound that they name. They're sound effect words or noise words. Writers choose these words as a way of conveying the sound of the things that they are describing and emphasizing something about the scene that they're describing. Examples of onomatopoeia are boom, meow, crash, sizzle, crunch and buzz.

Look at the following poem and the use of onomatopoeia.

The Bells
by Edgar Allan Poe

*Hear the sledges with the bells--
Silver bells!
What a world of merriment their melody foretells!
How they tinkle, tinkle, tinkle,
In the icy air of night!
While the stars that oversprinkle
All the heavens, seem to twinkle
With a crystalline delight;
Keeping time, time, time,*

*In a sort of Runic rhyme,
To the tintinnabulation that so musically wells
From the bells, bells, bells, bells,
Bells, bells, bells--
From the jingling and the tinkling of the bells.*

Look at the following example:

*Hear the sledges with the bells—
Silver bells!
What a world of merriment their melody foretells!
How they **tinkle, tinkle, tinkle**,
In the icy air of night!*

"tinkle"

- The sound of the bells
- By repeating the word, the poet emphasizes that the bells are ringing several times.
- "Tinkle" is a happy, positive word that matches the "merriment of their melody."
- The bells are making a sound that the speaker enjoys.

Exercise 1

What word would you use to describe the following sounds?



Keyboard _____



Guitar _____



Subway _____



Race car _____



Rain _____



Glass with ice _____

Exercise 2

Use onomatopoeia in writing

Brainstorming: *A description of some familiar places using onomatopoeia*

Sounds related to Bedroom

Sounds related to Bathroom

Sounds related to Journey to School

Use the above words and write four stanzas about the familiar places.

Exercise 3

Write your own poem. You can choose to write about your hobby, your family, your friends, your school or anything you can think of.

Title: include words about your topic

Stanza 1:

- begin with two lines describing sounds related to your topic
- say what your topic is and some general information

Stanza 2: include more sounds related to the topic

Stanza 3: include more sounds related to the topic

Brainstorming

Topic:

General Information:

Sounds related:

By _____

II. Survey Report

1. Structure

Title: state what the report is about

Background Information:

- purpose of the survey
- interviewees

Main Body:

- findings
- one paragraph for one point

Conclusion:

- sum up the findings
- recommendations

2. Survey Report Sample

Report on the Students' Hobbies Survey

Introduction

A survey was recently done to find out about students' hobbies. The students from Secondary 1-4 were interviewed. This report presents the findings, conclusion and recommendations that have come from the survey.

Findings

The survey asked if students have a hobby. Most students (ninety percent) said they did. Fifty percent said they were collecting things, and most specialized in stamp? Thirty percent said they played computer games and the rest did things like photography and flying kites. The survey asked what other hobbies they wanted to try. Most students mentioned making models and playing musical instruments. The survey also asked why students liked their hobbies. Over half of the students specified that their hobbies were fun. Five students said their hobbies were educational, and three said that doing their hobbies was a good way to socialize with friends. Finally, the survey asked students if their hobby was suitable to do in a group. Seventy-five percent said that ~their hobbies were suitable. However, the main hobby that students said was not suitable was playing computer games. When asked if their hobby required a lot of space or materials, most students said no, but the students whose hobbies were making models and flying kites said yes.

Conclusion and recommendations

According to the findings, most students had hobbies and most liked them because they were fun. There were many popular hobbies, but students said playing computer games, making models and flying kits were either not suitable for groups or required too much. Therefore, it is recommended that the principal set up clubs for stamp collecting, photography and playing musical instruments.

Exercise 4

Use the findings in the class survey about clothes item to write a survey report.

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

S3 Intensive English Class

Lesson 16: Listening Practice

Lesson Outline

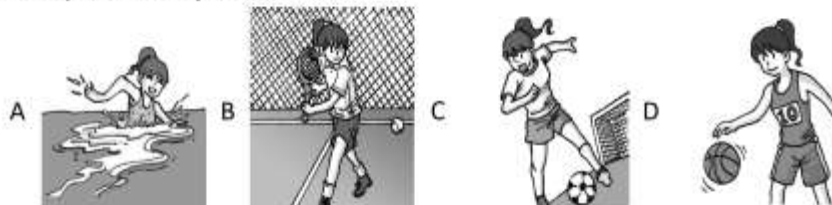
- I. Multiple Choice
- II. Matching
- III. Completing Forms & Note Sheet
- IV. Completing Pie Charts
- V. Integrated Listening Task

I. Multiple Choice

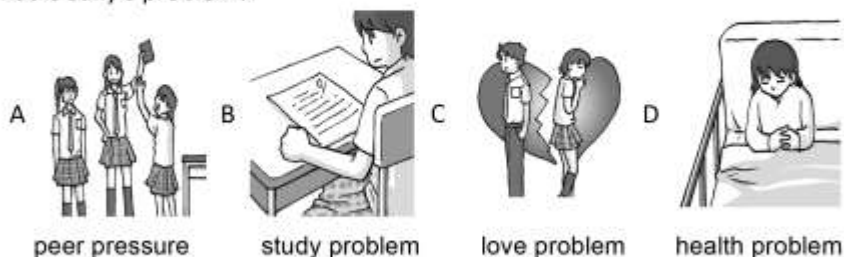
Exercise 1

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

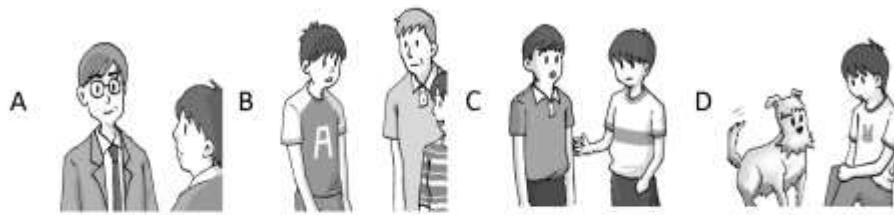
1. Which sport is Jenny's favourite?



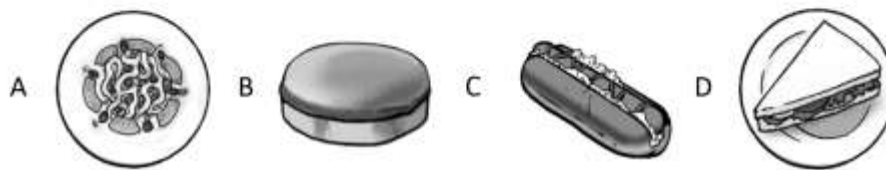
2. What is Sally's problem?



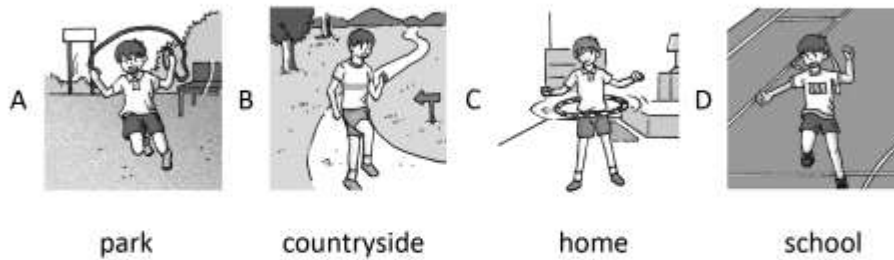
3. Who will Alex talk to if he is not happy?



4. What will Fanny eat for dinner?



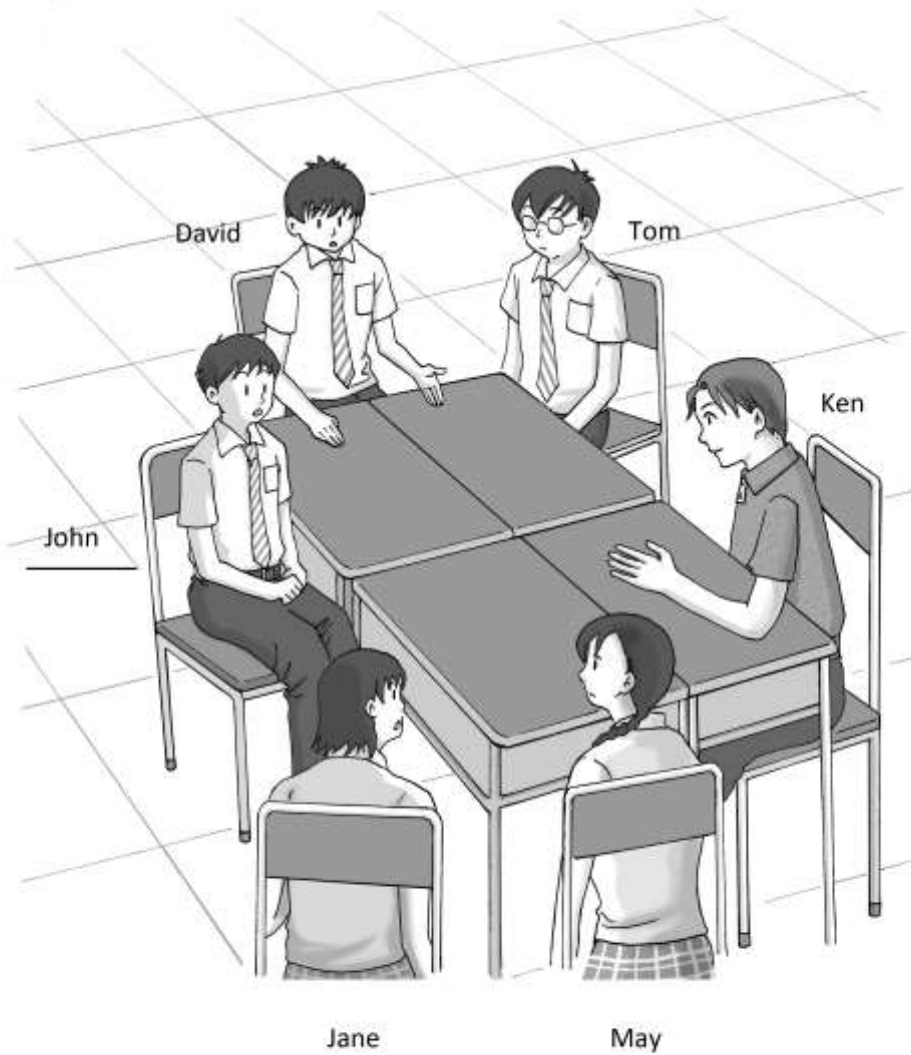
5. Where does Keith do exercise?



Exercise 2

In this part you will listen to a conversation. Find out what each student's feeling.

disappointed *unhappy* *afraid* *lonely* *ignored*




III. Completing Forms & Note Sheets

Exercise 3

Counseling Request Form

Listen to the conversation between Ken and Mrs Lee. As you listen, fill in the Counseling Request Form below.



Kowloon Tong Secondary School
Counselling Team
Counselling Request Form

Tick (✓) the appropriate boxes.

Date: _____

Name: _____

Class: _____

1. What problem can we help you with?

☐ Studies: _____

☐ Family: _____

☐ Friends: _____

☐ Health: _____

2. How do you feel?

3. Who do you want to talk to?

☐ School counselor ☐ School nurse

☐ Class teacher

4. When will you be free?

☐ Weekdays after school (Please specify the days: _____)


☐ Saturday morning

☐ Saturday afternoon

Exercise 4

Sushi Making

Susan is making sushi. Listen to the conversation and fill in the information in the note sheet below.



Ingredients


A. Vegetarian Sushi

Rice _____

Cucumber _____

B. Fish Sushi

Rice _____



Seasoning

☐ Vegetable oil

☐ Sugar

☐ Oyster sauce

☐ Ginger

☐ Ketchup

☐ MSG

☐ Salt


☐ Soy sauce


☐ Pepper

☐ Garlic

☐ Vinegar

☐ Corn starch





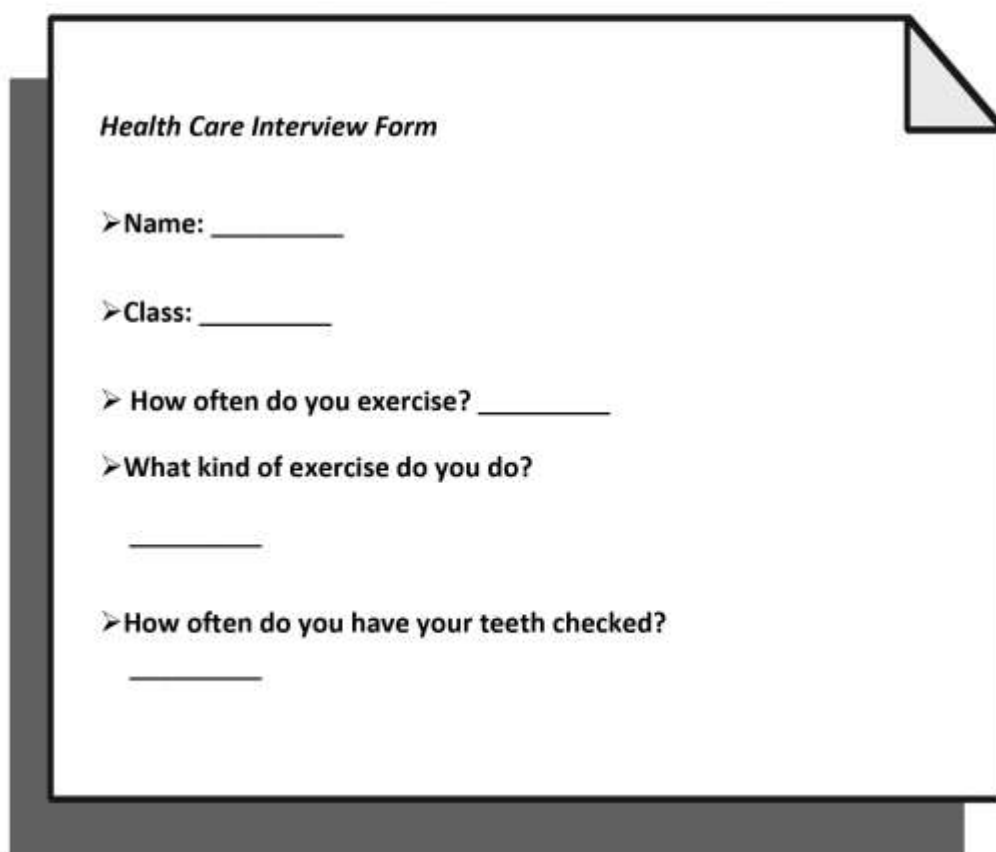
Nutritional information

	Vegetarian Sushi (per 100 g)	Fish Sushi (per 100 g)
Carbohydrate	g	g
Protein	g	g
Calories	kcal	kcal

Exercise 5

Interview Form

Hong Kong Island School is preparing to hold a Health Care Week next week. Listen to the conversation and complete the interview form.



Health Care Interview Form

➤ Name: _____

➤ Class: _____

➤ How often do you exercise? _____

➤ What kind of exercise do you do?

➤ How often do you have your teeth checked?

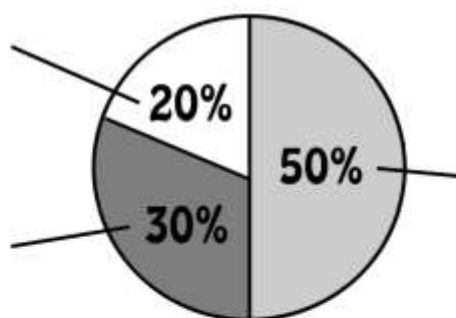
IV. Completing Pie Charts

Exercise 6

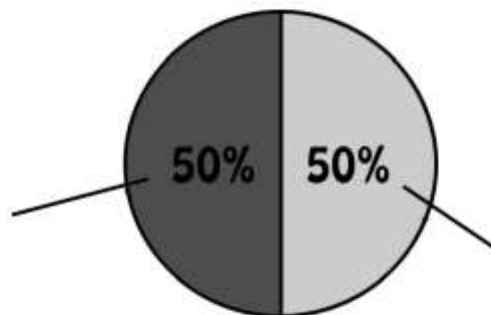
Interview Results

The health care interview results are released. Listen to the conversation and complete the two pie charts below.

How often do you exercise?



What kind of exercise do you do?



V. Integrated Listening Task

Exercise 7

Data File

Below is a letter from Dr Chan, the health adviser for Kowloon Secondary School.

Read the following to complete the Health Note.

Dear Mrs Wong,

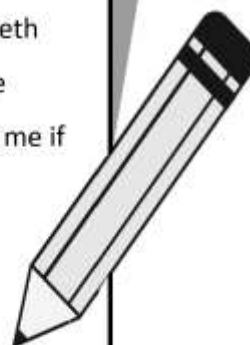
I am writing to give your students some advice on health care. I know from a survey that almost 20 per cent of your students do not exercise at all. In fact, it is necessary for us to exercise daily at least 30 minutes. Simple exercises such as sit-ups and push-ups can be done at home.

A healthy diet is also important to our health. We should avoid eating oily food or food with high fat. We should have a balanced diet with at least two servings of fruit a day. We should drink at least eight glasses of water a day.

It is good for you to have your body checked and teeth checked at least once per year. I hope these tips are useful for your students. Please feel free to contact me if you need more advice.

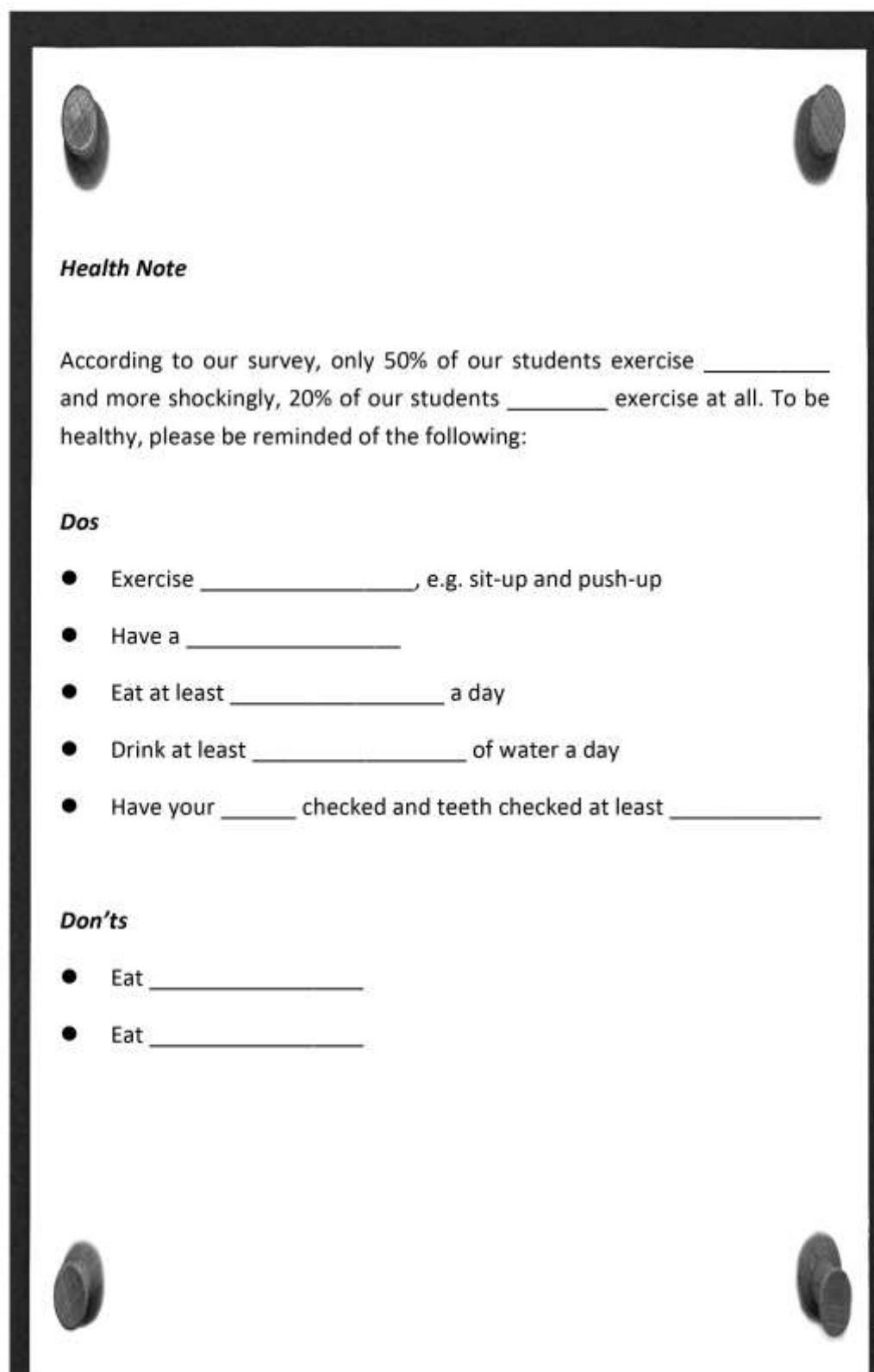
Best regards,

Dr Chan



Health Note

The Health Club is now writing a notice to the students about health care. Fill in the blanks in the notice with the use of the information given in Exercise 5 and the data file.



Health Note

According to our survey, only 50% of our students exercise _____ and more shockingly, 20% of our students _____ exercise at all. To be healthy, please be reminded of the following:

Dos

- Exercise _____, e.g. sit-up and push-up
- Have a _____
- Eat at least _____ a day
- Drink at least _____ of water a day
- Have your _____ checked and teeth checked at least _____

Don'ts

- Eat _____
- Eat _____

S3 Intensive English Class

Lesson 17: Language Arts I & Prepositions

Lesson Outline

- I. *Prepositions After Verbs*
- II. *Poem*

I. Prepositions After Verbs

Prepositions are words that show the *relationship between other words and phrases* in a sentence. Different meaning is expressed if different prepositions are used after the same verb.

Hear

1. hear about / of

We can use either **hear about** or **hear of** when we talk about *gaining information about someone or something*.

Examples:

I **hear about / of** this restaurant through Paul.

You don't often **hear about / of** people with cholera in Britain.

➤ hear about

We use **hear about** (not 'hear of') to talk about *getting some news about someone or something*.

Examples:

Have you **heard about** Jan's accident?

Did you **hear about** the match? I won!

➤ **hear of**

We use **hear of** (rather than 'hear about') to indicate *whether we know about the existence of something or somebody*.

Examples:

You must have **heard of** the Great Wall. It's famous.

It was a film by a director I'd never **heard of**.

2. **hear from**

We use **hear from** when we talk about *receiving some communication* – e.g. a phone call or letter – *from somebody*.

Example:

I **heard from** Pauline recently. She told me she's moving back to America.

Laugh

3. **laugh about / at**

We can say we **laugh at** an amusing person, thing or situation, or something we don't take seriously, *when the amusing thing is present*. We use **laugh about** when we are *remembering the amusing person, thing or situation at a later date*.

Examples:

We spent a happy couple of hours **laughing at** the photos from the party.

The programme was so funny! We **laugh about** it every time we think of it.

➤ **laugh at**

If one person is the object of another person's amusement, instead of sharing in the amusement, and *consequently suffers*, we use **laugh at**. We don't use laugh about in this way.

Example:

When she fell off her chair, all her friends **laughed at** her and she started to cry.

agree

4. agree with

We use **agree with** to say that *two people have the same opinion*; to say that you *approve* of a particular idea or action; or to say that two things match. We also use agree with to talk about *things that make us feel healthy or happy*.

Examples:

Ann thinks that we should accept the offer, and I **agree with** her.

I **agree with** letting children choose the clothes they want to wear.

Tom's story **agreed with** that of his son.

Being on holiday **agrees with** me. I feel great.

5. agree to

We use **agree to** to say that *someone allows something to happen*, or to say that *someone is prepared to do something*.

Examples:

Once the government **agreed to** the scheme it went ahead without delay.

He **agreed to** the idea of a barbecue on condition that he could do the cooking.

6. agree on

We use **agree on** to say that *two or more people decide something*.

Example:

We **agreed on** a time and place to meet.

7. agree about

We use **agree about** to say that *people have the same opinion on a particular subject*.
When a decision depends on people's opinion, we can use either *agree on* or *agree about*.

Examples:

Something that everyone can **agree about** is that we all want to be happy.

We couldn't **agree on / about** the colour to paint the kitchen.

Exercise 1

Put in the correct or most likely preposition. Sometimes two answers are possible.

1. Did you hear _____ the tiger? It's escaped again.
2. They heard _____ the Department of Transport that their house was on the route of a proposed new road.
3. I know it's unkind to laugh _____ her, but her new hair style looks so funny.
4. We couldn't agree _____ what caused the accident or what we should do about it.
5. Who has now heard _____ the thousands of Greeks who were forced to flee their homes last century?
6. My parents think that we should move to a bigger house, but personally I don't agree _____ them.
7. We found it difficult to agree _____ what to do with the money.
8. The concert was given by people I had never heard _____ .
9. He's told that joke so often that no-one laughs _____ it any more.
10. Julian spent most of his holiday in the bathroom. He ate some seafood that didn't agree _____ him.
11. After much discussion, they finally agreed _____ the changes.

12. I hope that one day we'll be able to laugh _____ how I had to sell my watch in order to buy some food.
13. He generally kept quiet, afraid of being laughed _____ .
14. You often hear _____ women who work right up until the day they give birth.
15. I agreed _____ my neighbour that we should remove the fence between the gardens.
16. We used to see each other regularly, but I haven't heard _____ him since last year.
17. Most people have never even heard _____ a graphic equalizer.
18. I wanted to buy a motorbike but my parents wouldn't hear _____ it.
19. At the meeting in Bonn, the ministers agreed _____ new measures to combat terrorism.

II. Poem

Exercise 2

Write two words that have rhyme with each of the following words.

- | | | |
|-----------|-------|-------|
| 1. charm | _____ | _____ |
| 2. stay | _____ | _____ |
| 3. street | _____ | _____ |
| 4. floor | _____ | _____ |
| 5. might | _____ | _____ |

Exercise 3

Read the poem below. Then fill in the missing rhyming words.

Superstitious

My sister's superstitious,
She wears a lucky charm.
She wears it to protect herself
From any kind of _____ .
'You ought to be more careful,'
One day she said to me.
Then told me habits to avoid
So superstitiously.
'You need to pick with caution
The place you choose to stay.
For if it's on the fourteenth floor,
Then trouble comes your _____ .'
'You have to pay attention
When walking down the street.
If you walk under a ladder,
Then bad luck you will _____ .'
'You must take care when hanging
A horseshoe by your _____ .
For if you hang it upside down,
Good luck falls on the floor.'
All of her superstitions

Sometimes give me a _____ ,

But will I be superstitious?

I could, I may, I might!

Alan Elder

Exercise 4

Work in pairs. Take turns to ask and answer the following questions.

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

Yes

A little

No

2. Why do / don't you like the poem?

3. Do you know any other superstitions? Give two examples.

Exercise 5

Listening to your teacher read the following poem. Pay attention to the rhythm of the poem.

The Old Steam Train

*Battered and rusty, sooty and black,
The old steam train comes along the track.
Rattling, clattering, clickety-clacketing,
Carrying people to the city and back.*

Read the poem together. Try to give the poem a strong rhythm.

Exercise 6

Read the poem again. Work in pairs and answer the following questions.

1. How many strong beats (feet) are there in each line?

2. List the rhyming words.

3. What is the mood of the poem? How does the poet create such feelings?

Exercise 7

Work in pairs. Make a list of some common superstitions in Hong Kong.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Exercise 8

Make a list of the people or things (nouns), actions (verbs) and mood (adjectives) that goes with such acts and beliefs.

People / Things	Actions	Mood

Exercise 9

Write a poem about superstitions in Hong Kong. Write two to five stanzas. Then share your poem with your classmates.

_____ and _____, _____ and _____ (moods)

_____ (people / things + action)

_____ (people / things + action)

_____ (people / things + action)

_____ and _____, _____ and _____

_____ and _____, _____ and _____

_____ and _____, _____ and _____
