

S2 English Intensive Class (January)

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S2 English Intensive Class

Lesson 18: Language Arts I & Listening Practice

Lesson Outline

- I. Language Arts I: Poems With Adjectives*
- II. Language Arts I: Poems About Animal Families*
- III. Language Arts I: Poems About Christmas*
- IV. Language Arts I: Poems About Feelings*
- V. Listening Skills & Practice*

I. Language Arts I: Poems With Adjectives

Adjectives are describing words. If I say "Tom is playing with a red ball." then the word red describes the ball. Write a poem by repeating the first line but each time adding another adjective.

Example:

*On my way to the zoo I saw a bear.
It was a brown bear.
It was an ugly brown bear
It was a wild, ugly, brown bear
It was an angry, wild, ugly, brown bear
It was a hungry, angry, wild, ugly, brown bear
It was an escaped, hungry, angry, wild, ugly, brown bear
And it wanted to eat me!*

Write your own poem!

On my way to school I saw a _____

It was a _____

It was a _____

It was a _____

It was a _____

It was a _____

and it _____

Try to think of a funny last line. Try reading the poem out loud. You can make an even better poem by starting all the adjectives with the same letter! This is called alliteration. (Use a dictionary to help you find words.)

Example:

It was a *big, bothersome, bouncy, beautiful, brown* bear
and its name was Bartholomew.

II. Language Arts I: Poems About Animal Families

If the people in your family were animals, what animals would they be? Would your brother be a monkey? Would your mum be a beautiful gazelle or a cuddly Koala bear? Choose animals that remind you of your family. You have to give reasons! Just saying your brother is like a monkey is not good enough.

My mum is like a _____

because she _____

My _____ is like a _____

because _____

My _____ is like a _____

because _____

My _____ is like _____

because _____

Vocabulary Bank

Family members

Dad	Step-dad	Uncle	Auntie
Cousin	Nephew	Niece	Grandpa
Grandma	brother	sister	

Animals

monkey	snake	lion	cat	elephant
giraffe	eagle	leopard	zebra	donkey
tiger	duck	grasshopper	wasp	ostrich
camel	tortoise	pig	butterfly	cobra
horse	fish	whale	squirrel	dinosaur
duck	dragon	chimpanzee	donkey	dog
wolf	cat	koala	bear	hippo
rhino	sparrow	turkey	rat	mouse
antelope	lizard	dolphin	slug	snail
frog	cheetah	shark		

III. Language Arts I: Poems About Christmas

In this poem try to think of all the things that make Christmas special. Then imagine you are baking a Christmas cake and all those special things are the ingredients.

A cup of **joy** to make Christmas **happy**

A cup of _____ to make Christmas _____

A packet of _____ to make it _____

A jug full of _____ to make it _____

A spoonful of _____ to make it _____

Stir with a _____

Bake in the oven for _____

Serve it to _____

Vocabulary Bank

music	love	happiness	joy
good cheer	giving	friends	friendship
Laughter	tinsel	warmth	peace
Peaceful	family	help	carols
TV	presents	lights	

IV. Language Arts I: Poems About Feelings

In the first space put the name of an animal. Then try and think what would make the animal have that feeling.

What would make a dog happy? The first line might be - *I'm as happy as a dog with a bone. But that would be a bit boring.*

What would make a lizard happy? *I'm as happy as a lizard with a hot rock to sit upon.*

Now you try:

I'm as happy as a _____ with a _____

I'm as happy as a _____ with a _____

I'm as happy as a _____ in a _____

I'm as lonely as a _____ in a _____

I'm as sad as a _____ without its _____

I'm as unhappy as a _____ that's lost its _____

I'm as happy as a _____

I'm as sad as a _____

I'm as lonely as a _____

Vocabulary Bank

monkey	snake	lion	cat	elephant
giraffe	eagle	leopard	zebra	donkey
tiger	duck	grasshopper	wasp	ostrich
camel	tortoise	pig	butterfly	cobra
horse	fish	whale	squirrel	dinosaur
duck	dragon	chimpanzee	donkey	dog
wolf	cat	koala	bear	hippo
rhino	sparrow	turkey	rat	mouse
antelope	lizard	dolphin	slug	snail
frog	cheetah	shark		

Write your own poem!

Think of things you have done that made you happy or sad. Then compare them with things that animals might have done.

Example:

When I won the egg and spoon race

I was as happy as a monkey eating a banana

When I _____

I was as happy as a _____

When I _____

I was as sad as _____

When I _____

I was as lonely as _____

Vocabulary Bank

monkey	snake	lion	cat	elephant
giraffe	eagle	leopard	zebra	donkey
tiger	duck	grasshopper	wasp	ostrich
camel	tortoise	pig	butterfly	cobra
horse	fish	whale	squirrel	dinosaur
duck	dragon	chimpanzee	donkey	dog
wolf	cat	koala	bear	hippo
rhino	sparrow	turkey	rat	mouse
antelope	lizard	dolphin	slug	snail
frog	cheetah	shark		

V. Listening Skills & Practice

Exercise 1

Pet owners

Tommy's teacher, Miss Lee, wants to promote the idea of showing love and care to pets. She has asked Tommy to conduct a survey about pet ownership among students in the class. Listen to their conversation and complete the survey forms below.

LOVE YOUR PETS

STUDENT NAME: _____

PET NAME: _____

PET TYPE: _____

AGE: _____

SEX: (*PLEASE CIRCLE.*) MALE / FEMALE

SPECIALTIES / DESCRIPTIONS:

LOVE YOUR PETS

STUDENT NAME: _____

PET NAME: _____

PET TYPE: _____

AGE: _____

SEX: (*PLEASE CIRCLE.*) MALE / FEMALE

SPECIALTIES / DESCRIPTIONS:

Exercise 2

Pet expert

Mr Lee has held a competition about several animals. Listen to the recording of the competition and complete the fact sheet below.

Pet Trivia

Rabbit

- 1 A healthy rabbit has _____ and _____ eyes. Its _____ is soft and it moves freely.
- 2 Rabbits like to eat:
 - (i) _____
 - (ii) _____
 - (iii) _____

Turtle

- 1 The lifespan of _____ is around 30 years.
- 2 Turtles like to eat:
 - (i) _____
 - (ii) _____






Snake

- 1 Snakes like to eat:
 - (i) _____
- 2 The species safe to keep as a pet (Circle as appropriate.)
Copperhead / Corn Snake / Black Adder

Exercise 3

Pets as friends

Some students are giving oral presentations about their pets. Listen to the descriptions and match the pictures with the correct pet names.

Sunny	Lisa	Bobo	Kiki	Carol
.
.
				

➤ **Understanding the main idea**

We do not need to listen for every detail to get the main idea of a conversation. We only need to listen to the conversation in general to get the gist of it. However, we should still pay particular attention to key words and phrases that bring out the main idea.

Read Tommy's description below and figure out its main idea. Then underline the words or phrases that help you grasp the main idea.

I have adopted a dog from the SPCA (Society for the Prevention of Cruelty to Animals). Before the adoption, my parents and I took a tour around the organisation. Some of the animals greeted us with dull eyes. Many were very thin. Some even had scars on their faces. We were disheartened to see animals in such poor condition ...

Circle the best answer.

The main idea is that ...

- a. some animals have been abused by their owners
- b. Tommy and his family have adopted a dog
- c. Tommy and his family visited the SPCA

Exercise 4

My pet and I

Some students are talking about their pets. Listen to their descriptions and answer the following questions. Circle the correct letter.

1. What pet did Amy choose at the pet shop finally?
 - a. She picked an energetic hamster.
 - b. A tortoise caught her attention.
 - c. A hamster was running on the wheel.

2. Why does Andrew feed his dog only with dog food?
 - a. He wants Thomas to go on a diet.
 - b. Thomas is picky about food.
 - c. Thomas is sick.

3. Why doesn't Amy keep a dog?
 - a. Her mum does not allow her to do so.
 - b. She does not want the trouble of keeping a dog.
 - c. She likes fish more than a dog.

4. Why does Charles like his cat, Snowy, so much?
 - a. Because Snowy has nice fur.
 - b. Because Snowy likes watching TV.
 - c. Because Snowy is obedient.

Exercise 5

The story of Blackie

The teacher has asked the class to share their pet-keeping experiences. Listen to what Penny says and take notes. At the end of the recording, decide whether the statements below are true or false. Write 'T' for true and 'F' for false.

NOTE SHEET

	T / F
i. None of Penny's friends has a pet.	
ii. Penny's family found a sick dog outside the village store.	
iii. Penny's family sometimes let Blackie into the house when the weather was bad.	
iv. None of Penny's friends has a pet.	
v. Penny's family found a sick dog outside the village store.	
vi. Penny's family sometimes let Blackie into the house when the weather was bad.	

Exercise 6

Cats in the news

Tracy is the leader of a campaign about pets at school. The teacher adviser, Miss Lee, has given her a note regarding an exhibition. Read it and help Tracy as she is asked.

Tracy,

I have attached this note with a newspaper clipping. Please underline the methods used to stop cats from scratching furniture that are mentioned in the clipping. We will discuss later how to present the points at the exhibition for the 'Love Your Pets' Campaign.

Miss Lee

Excerpt of the newspaper clipping

Keeping Cats off Furniture

The most annoying habit of cats must be unwanted scratching.

Cat owners can tackle the problem by providing an approved scratching object. Saying 'no' firmly when your cat scratches unapproved objects.

Owners may also spray bitter apple spray on items their cats are particularly stubborn about.

Because of a cat's ability to climb and jump, you may wish to keep your cat off certain pieces of furniture. Owners can train them by covering the items with aluminium foil, which cats will naturally avoid.

Exercise 7

Cats & dogs

In preparation for the exhibition, Tracy interviews Uncle Joe, a veterinarian, on the differences between cats and dogs. Listen to their conversation and complete the form below.

What is their character?	<div>_____</div> <div>_____</div>	<div>seem _____</div> <div>want _____</div> <div>_____</div> <div>(e.g. They like to lie on the owner's bed.)</div>
What foods make their day?	<div>_____</div> <div>_____</div>	<div>_____</div> <div>_____</div>
How to make them happy?	<div>_____</div> <div>_____</div>	<div>_____</div> <div>_____</div>
What living environment suits them best?	<div>doghouse:</div> <div>for _____</div> <div>& _____ dogs</div>	<div>keep it _____</div> <div>& _____</div>

Exercise 8

Giving advice

Tracy received an email from her friend, Angela. Read Angela's email and use the information above to complete Tracy's reply email.

Dear Tracy,

I haven't heard from you for quite a while. How's everything? I've heard from your mum that you are the leader of an event at school. I am eager to know what it is.

My dad got me a cat for my birthday and I named him Thomas. He has been giving me a hard time. He often scratches the sofa and makes a mess in the living room. Another problem is that my dad has found fleas on his body. When I am studying, Thomas makes noise on my bed. I can't concentrate.

I really don't know what to do. I don't want to give Thomas away as I like him very much. I hope to hear from you soon.

*Cheers,
Angela*

Dear Angela,

(1) _____ ?

I am doing fine here. I have been enjoying my post as the leader of

(2) _____

_____. I have been busy with an

(3) _____ at school.

Its main focus is (4) _____ since they are the two most popular pets in Hong Kong. Recently, I read a newspaper article titled (5) _____ and it might help solve your problems.

You have mentioned that (6) _____ .

The newspaper article suggests (7-8) _____

_____. If Thomas does not stop (9-10) _____

_____ .

To tackle the problem of (11) _____ , you can buy flea repellent.

I know it can be (12) _____ when Thomas makes noise on your bed. However, it is his way to get your attention. Although cats seem cool at first glance, they like to be pampered by their owners. You can (13)

_____ so that he will know that you like him.

Try these methods and I hope you will have more fun with Thomas.

I look forward to hearing from you soon.

Best,

Tracy

S2 English Intensive Class

Lesson 19: Vocabulary Building & Reading Skills and Comprehension

Lesson Outline

- I. Vocabulary Building
- II. Reading Comprehension

I. Vocabulary Building

Exercise 1

Fill in each blank using an appropriate word from the word box.

<i>reading</i>	<i>together</i>	<i>busy</i>	<i>swimming</i>	<i>once</i>
<i>studying</i>	<i>famous</i>	<i>birthday</i>	<i>homepage</i>	<i>older</i>

1. Janice has spent a lot of time _____ Biology.
2. Many people like to go _____ in summer.
3. My dad is a businessman. He is always _____ with his work.
4. The website address of my _____ is www.kittyland.com.hk.
5. Jane and her family _____ lived in Australia.
6. Joyce's _____ is coming. We should get her a present.
7. Ken and I are going to go to Japan _____. I am so excited.
8. Yao Ming is a _____ basketball player. I am one of his fans.
9. Kit likes _____. He reads a novel a month.
10. My brother is six years _____ than I am.

Exercise 2

Fill in each blank using an appropriate word or phrase from the word box.

<i>close</i>	<i>keen</i>	<i>dear</i>	<i>moved into</i>	<i>keep ... company</i>
<i>ferry</i>	<i>chess</i>	<i>flat</i>	<i>night shifts</i>	<i>active members</i>

Hi, I am Joe. I live with my family in a (1) _____ in Kowloon City. One of my (2) _____ friends, Mark, lives next door. He (3) _____ the flat with his parents two months ago. Every day, we go to school by (4) _____. Mark and I are both (5) _____ on board games, especially (6) _____. We are (7) _____ of the school Chess Club. However, Mark is better at chess than I am.

I am an only child and my parents are nurses. They are always busy with their work. Sometimes, they even have to work (8) _____. It is Mark who (9) _____ me _____ at night so that I won't be bored.

I am really grateful to have such a thoughtful friend. He is really a (10) _____!

Exercise 3

You are one of the editors of the monthly bulletin of the Conservation Club. You are now editing two short paragraphs written by two students. Another editor has underlined the words he wants you to check in each line. If any of the words he has underlined are incorrect, write your corrections in the spaces provided. If the line contains no mistake, put a tick.

- I used to order takeaways because I found it conveniently to do (1) convenient
 so. But Mr Au, my class teacher, suggested I should to ate out more (2) _____
 often. Do you know why? That way, I cannot avoid using polystyrene lunch (3) _____
 boxes. Today I ate out with my friends on a Japanese restaurant. The food (4) _____
 there was delicious! It is not a badly idea at all to eat out, is it? We can go (5) _____
 to a different restaurant each time. How exciting! I should not try my best to (6) _____
protected the environment from now on. Moreover, I'm the class monitor. I (7) _____
ought be a role model so that my fellow classmates will follow suit. (8) _____



- We should not make it a habit to switch on all electronic devices (9) _____
 every time we walk into a room. It can convenient to do so but it wastes a lot (10) _____
 of energy and electricity. Therefore, we are ought to switch on something only (11) _____
 when we are going to use it. (12) _____
 For example, we can have to switch off the lights and the computer when we (13) _____
 leave a room. We should not use a microwave oven excessive. This not only (14) _____
cannot reduce our electricity bills, but also can help to protect the (15) _____
 environment. We all can do this easyly if we try our best. (16) _____



II. Reading Comprehension

Homepage

Below you will find the front page of the English Society's homepage.

Introduction

Welcome to the English Society homepage!

On this homepage, you will find lots of information about our Society. We will update this homepage regularly to let you know more about our upcoming activities. Do visit our homepage whenever you're free.

There is also a section called 'Fun with English' on the homepage. Check it out and have fun!

You can also go to our message board to start a topic for discussion. Of course, you can respond to other peoples' messages as well. Let's practice English together!

Please bookmark our homepage: www.engsocieties.com

Pat Lee

Chairman

What's new

- **New section: Photo gallery**
- **Activities, Members, Links updated**
- **New section: Message board**
- **Opening of the homepage**

On the message board of the homepage, three students have left comments.

Message 1:

Nice homepage! It's wonderful that you've opened a message board on the homepage. It will encourage more students to visit the homepage and have interesting discussions.

But I think the background of the homepage is quite plain. I suggest you use a more colorful background.

Tommy Yeung

Message 2:

The introduction message on the homepage is very clearly written. But I think it would be better if it were a bit shorter.

Kat Cheung

Message 3:

The new photo gallery section is amazing! Now we can see photos on the web anytime. It's so convenient.

Mat Chung

Exercise 4

Answer the following questions based on information given in the passage.

In the email below, there is a mistake concerning the homepage in each line. Find the mistake, underline it and put the correct information in the spaces provided.

Amy,

Have you visited the Engineering Society homepage? The web	(1)
address of the homepage is www.enginesocieties.com It was opened	(2)
on 28 th March. On the front page, you can see Pat Lam's message	(3)

There's a new section called Photo Shop. Do go and have a look.	(4)
We're in some of the photos. There is a box 'What's New' in the top left	(5)
hand corner of the front page.	

Jacky

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

With reference to the messages people left on the message board, complete the evaluation form below.

Evaluation Form

What is good about the homepage:

(6)

(7)

(8)

Suggested improvements:

(9)

(10) Do you think a homepage is necessary for a society? Why?

English Learning in the Mainland

Read the following passage and finish the tasks that follow.

The mainland is setting the pace of change for English learning in Asia as the language shifts globally from a foreign tongue to a *lingua franca*, according to a report commissioned by the British Council.

Applied linguist David Graddol has tracked the changes in how English is used as an international language and the demographic and economic factors driving the shift.

He has concluded that Asia, especially the mainland and India, 'probably now holds the key to the long-term future of English as a global language.'

In a report on his findings, Mr Graddol says one of the changes putting the mainland ahead in the region was the national decision in 2001 to make English compulsory in primary schools from year three.

'In practice, rural areas may not meet that target, while big cities such as Beijing and Shanghai have already introduced English at grade one,' the report says. 'More people are now learning English in China than in any other country.'

Mr Graddol says China's focus on English as a central part of economic development has flowed to other parts of the region where there had been signs of a decline in interest in the language.

By the end of last year, Thailand, the Philippines, Japan and Taiwan were all expressing concern about their nation proficiency in English and announced several educational initiatives, the report says.

But Mr Graddol also says that as English has become a near-universal skill, its competitive advantage is eroding.

'We have been living in a world in which English is a very important competitive advantage to individuals, to organisations and national economies,' he says. 'But now, with English becoming near universal, you no longer get competitive advantage by having it. It's now moving into a must-have rather than giving you some advantage.'

He also has found that *Putonghua* is one of the languages becoming a challenge to English in some areas.

Exercise 5

For multiple questions, *circle* the best answer. For comprehension questions, answer in *complete sentences*.

1. In line 2, '*tongue*' refers to ...

- A. skill.
- B. dialect.
- C. language.
- D. technique.

2. According to paragraph 1, what were the findings of the British Council?

3. Look at the word '*shift*' in line 2. Now look at the dictionary entry for '*shift*' below. Which meaning corresponds to the meaning of the word in line 2? *Circle the number of your best choice.*

***shift* v.**

- 1** change position or diction: *The wind shifted from east to west.*
- 2** transfer something from A to B: *He likes to shift the blame to other people.*
- 3** change the gear whiling motoring: *A driver has to change gear if he wants to change speed.*
- 4** manage as best as one can: *When their father died the children had to shift for themselves.*

4. In line 4, '*track*' means ...
- A. to follow.
 - B. a course for race.
 - C. a set of rail for trains.
 - D. a line of marks left by a moving object.
5. According to paragraph 3, the long-term future of English as a global language will be affected by ...
- 1. India.
 - 2. China.
 - 3. Japan.
- A. 1 and 2
 - B. 2 and 3
 - C. 1 and 3
 - D. 1, 2 and 3
6. According to paragraph 4 and 5, ...
- 1. China has decided to make English compulsory from primary three.
 - 2. more people are leaning English in China than in any other countries.
 - 3. big cities like Shanghai and Beijing have started to teach English In primary one.
- A. 1 and 2
 - B. 2 and 3
 - C. 1 and 3
 - D. 1, 2 and 3
7. In line 18, '*where*' refers to ...
- A. China.
 - B. other parts.
 - C. the region.
 - D. economic development.

8. What is the central idea of paragraph 6?

9. According to paragraph 7, which countries wanted to improve their national proficiency in English?

10. In line 24, '*eroding*' means ...

- A. permanent.
- B. decreasing.
- C. increasing.
- D. temporary.

11. According to the writer, why knowing English language is no longer a competitive advantage?

Exercise 6

Decide whether the following statements are *True* (T), *False* (F) or the information is *Not Given* (NG). Put a tick in *ONE* box only for each statement.

	T	F	NG
1. Knowing English has given a person competitive advantage.			
2. People are keen in learning English in China.			
3. Putonghua is challenging the position of English all over the world.			

Exercise 7

Read the following short article and complete the text by inserting missing words in the blank spaces provided. Only *ONE* word should be filled in for each blank.

There are many different kinds of bees. Some live in groups of a dozen or so, others live alone. The most social of all are the honey bees. There may be up to 80,000 honey bees in a single nest.

The central feature of the nest is the cell, which is made of wax _____ the bees' bodies. There are lots of cells in _____ comb. Each cell is hexagonal. This _____ a strong shape and it uses up less wax and energy _____ build than would other shapes. Some of _____ cells are used to store food in the form of pollen _____ nectar, which the bees gather _____ flowers. The nectar will turn to honey inside the cells. All the eggs are laid _____ in the queen. She drops one into _____ cell and they are then tended by the female worker bees.

S2 English Intensive Class

Lesson 20: Language Arts II & Phrasal Verbs

Lesson Outline

- I. Poem Appreciation*
- II. Book Sharing Activity*
- III. Integrated Activity: Campaign Design*
- IV. Phrasal Verbs*

I. Poem Appreciation

Exercise 1

Read the beginning of the poem. Do you agree with Levi?

BOOKS ARE COOL

BOOKS ARE FUN

BOOKS SHOULD BE READ

BY EVERYONE

DID YOU KNOW ...

Every year, people borrow more than 60 million items from Hong Kong libraries?

Where is your local library?
Which bookshops have you been to recently?

Reach for the stars

by Levi Tafari

BOOKS ARE COOL
BOOKS ARE FUN
BOOKS SHOULD BE READ
BY EVERYONE

Well it's time to visit
your library
there you can borrow
BOOKS for free
BOOKS for the young and
BOOKS for the old
In BOOKSHOPS
BOOKS are bought and sold
BOOKS on poetry
BOOKS about sports
BOOKS that are long
BOOKS that are short
BOOKS for girls, yes
BOOKS for boys
with sound effects
that make lots of noise
BOOKS about cars
BOOKS about trains
BOOKS about ships
BOOKS about planes
BOOKS on animals
BOOKS on religion
BOOKS that give you
INSPIRATION!
BOOKS with Witches
casting spells
BOOKS that you can
scratch and smell
picture BOOKS
that have no words
BOOKS on insects
BOOKS on birds

BOOKS on romance
BOOKS with passion
BOOKS on the famous
BOOKS on fashion
BOOKS on war and outer space
BOOKS about the people
of the human race
BOOKS that teach
you how to cook
you can even get
BOOKS about BOOKS
text BOOKS are used
in education
they are filled
with information
Now if you really want
to succeed
choose the right BOOK
start to read
REACH FOR THE STARS
And you'll discover
Now digest that BOOK
FROM COVER TO COVER
Because ...
BOOKS ARE COOL
BOOKS ARE FUN
BOOKS SHOULD BE READ
BY EVERYONE
BOOKS ARE COOL
BOOKS ARE FUN
BOOKS SHOULD BE READ
BY EVERYONE

Exercise 2

Read and answer the questions. *Circle* your best answer or answer the questions in *complete sentences*.

1. How often do you read books?
every day occasionally almost never
2. How often do you read books in English?
always sometimes only for school never
3. How often do you visit your local library?
every week every month almost never
4. What's your favourite book? _____
5. What types of books do you like most?

<i>poetry books</i>	<i>books about animals</i>	<i>autobiographies</i>
<i>romance</i>	<i>cookery books</i>	<i>religious books</i>

Write 1 for your favourite and 1 for your least favourite.

Compare your ideas with your classmates. Who reads the most books?

Exercise 3

Write down 5 types of books that Levi mentions.

1.	2.
3.	4.
5.	

Exercise 4

Complete the first two verses with words or phrases. The text may help.

It won't the EARTH
 Or the sea
 It won't psych your mind
 Neither your body
 These words have power
 When used properly
 Because
 This poem is

Words can be
 Words can sound
 We can use words to
 And to
 These words are not destructive
 a tree
 Because
 This poem is

Did you know

46 per cent of Hong Kong people live five minutes from a road with heavy traffic; 26 hours per week is spent outdoors; and 12 hours near a busy road?

Do you live near a busy road? What do you think about air pollution in Hong Kong?

What does Levi mean by psych your mind?

OZONE FRIENDLY POEM By Levi Tafari

It won't damage the EARTH
Or pollute the sea
It won't psych your mind
Neither poison your body
These words have power
When used properly
'Cause
This poem is OZONE FRIENDLY

Words can sound creative
Words can sound great
We can use words to instruct
And to communicate
These words are not destructive
Violating a tree
'Cause
This poem is OZONE FRIENDLY

My words take shape
They are organised
They won't burn the EARTH'S skin
Like pesticides
They're not manufactured using CFC's
'Cause
This poem is OZONE FRIENDLY

Digest these words
Feel positive
Don't panic get stressed
They're free from additives
You won't regurgitate them
Like smoke from a factory
'Cause
This poem is OZONE FRIENDLY

These words are SAFE
Well I can testify
They won't destroy the OZONE LAYER
Beyond the sky
You can analyse this poem
In a laboratory
You'll find
That this poem is OZONE FRIENDLY

Recycle, regenerate
Don't waste energy
Conservation of the EARTH
Is a part of the Key
I'll keep using these words
Well yes, naturally
'Cause
This poem is OZONE FRIENDLY

I said this poem is OZONE FRIENDLY
I said this poem is OZONE FRIENDLY

Think about a book you read recently, or are reading now. Complete the grid with your ideas. Tell the class about your book.

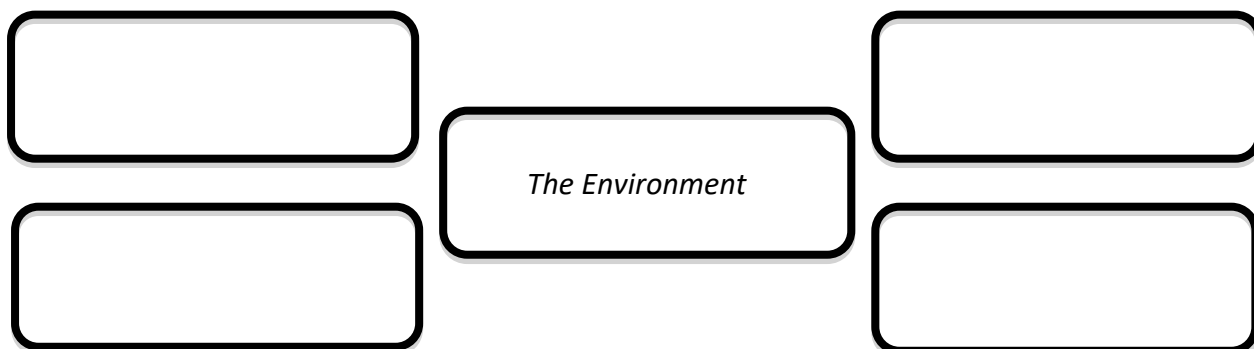
Title _____ Author _____

Do you like the book? Why?

Who are the main characters? Write about them.

Star rating (Circle the stars): ★★★★★

Work in pairs. How many words or expressions can you think of which are related to the environment? Make a mind map with your ideas.



Exercise 7

Check that if you understand the words in the box. Which words in the box relate to negative ideas and which relate to positive ideas? Classify them into the most appropriate category.

<i>great</i>	<i>damage</i>	<i>pollute</i>
<i>poison</i>	<i>ozone friendly</i>	<i>instruct</i>
<i>violating</i>	<i>communicate</i>	<i>creative</i>

Relate to Positive Ideas

Relative to Negative Ideas

III. Integrated Activity: Campaign Design

Exercise 8

Design a campaign to improve the environment.

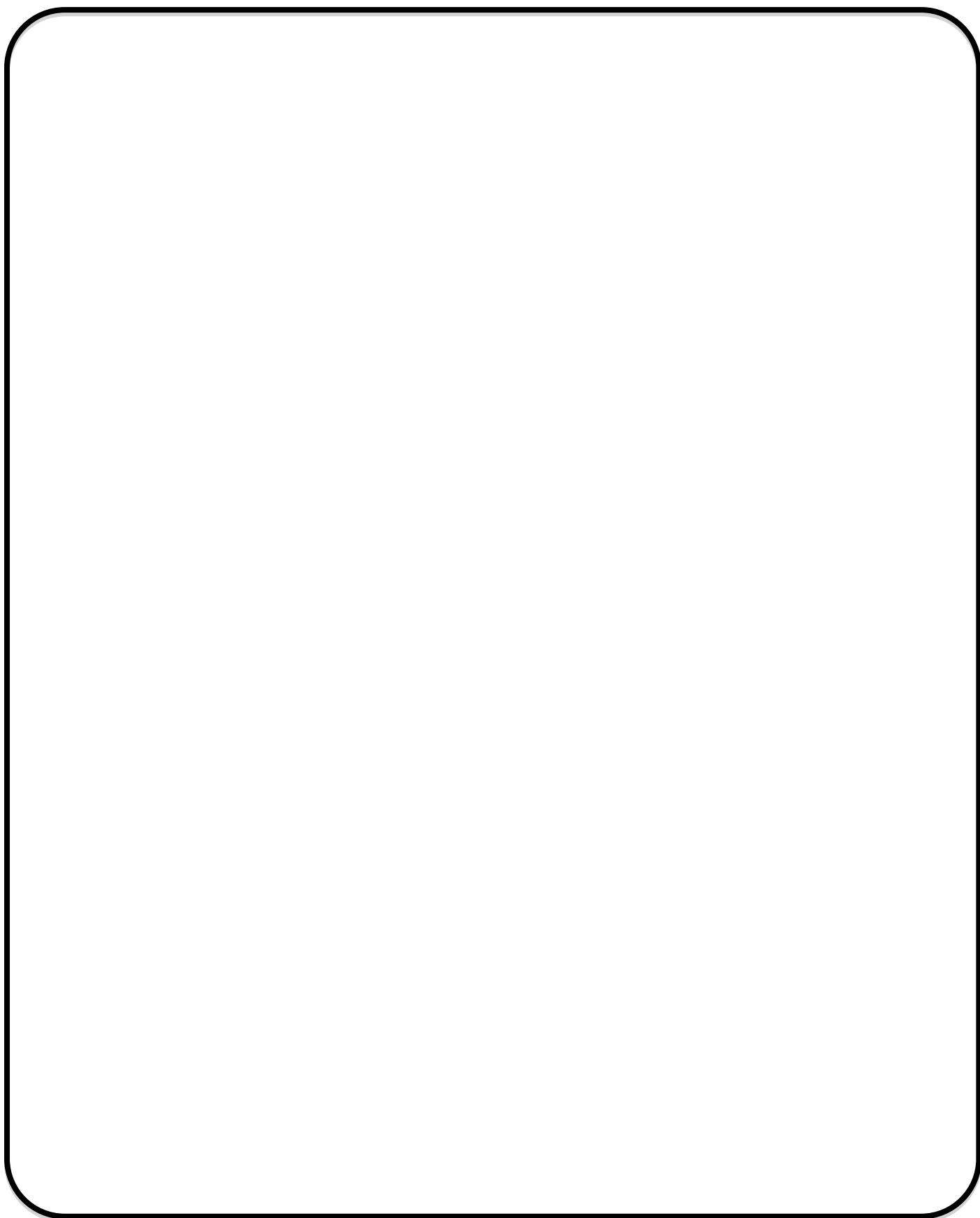
Work in groups. Make a list of the environmental problems where you live.

Problems	Solutions

What other solutions can you think of to help solving the problems?

--

Make a poster for your ideas and present it to the class.

A large, empty rectangular box with rounded corners and a thick black border, intended for creating a poster. The box is centered on the page and occupies most of the vertical space below the instruction.

IV. Phrasal Verbs

We often use verbs with the following words:

in	on	at	away	round
about	over	by	out	off
down	back	through	along	forward

So you can say *put out* / *get on* / *take off* / *run away*, etc. These verbs are **phrasal verbs**.

1. We often use *out* / *off* / *up* etc. with verbs of movement.

Examples:

- get on:** The bus was full. We couldn't *get on*.
drive off: A woman got into the car and *drove off*.
come back: Sally is leaving tomorrow and *coming back* on Saturday.
turn around: When I touched him on the shoulder, he *turned round*.

2. But often the second word (*out* / *off* / *up*, etc.) gives a special meaning to the verb.

Examples:

- break down:** Sorry I'm late. The car *broke down*.
 (= the engine stopped working)
look out: *Look out!* There's a car coming. (= be careful)
take off: It was my first flight. I was nervous as the plane *took off*.
 (= went into the air)
get up: It was very tired this morning. I couldn't *get up*.
 (= get out of bed)
get on: How was the exam? How did you *get on*? (= how did you do?)
get by: My French isn't very good but it's enough to *get by*.
 (= to manage)

3. Sometimes a phrasal verb is followed by a preposition.

Examples:

run away + from: Why did you *run away from* me?

keep up + with: You're walking too fast. I can't *keep up with* you.

look forward + to: Are you *looking forward to* your holiday?

cut down + on: Jack is trying to *cut down on* smoking. (= reduce smoking)

Exercise 9

Complete the sentences using one of these phrasal verbs given below (in the most appropriate form).

break down (= out of order)

drop out (= stop taking part in something)

clear up (= become brighter)

move in (= start living in a house)

close down (= go out of business)

show off (= show how clever you are)

doze off (= fall asleep)

turn up (= appear/ arrive)

1. Sorry I'm late. The car _____ on the way.
2. I arranged to meet Jane after work last night but she didn't _____.
3. 'We've bought a new house.' 'Oh, have you? When are _____?'
4. There used to be a shop at the end of the street but it _____ a year ago.
5. I ran in a marathon last week but I wasn't fit enough. I _____ after 15 kilometres.
6. We all know how wonderful you are. There's no need to _____.
7. I was very tired. I sat in an armchair and _____.
8. The weather is horrible at the moment, isn't it? I hope it _____ later.

Exercise 10

Complete the sentences using a word from List A and a word from List B. You need to use some words *more than once*.

A: away / back / forward / on / out / up

B: at / of / to / with

1. You're walking too fast. I can't keep _____ you.
2. My holidays are nearly over. Next week I'll be _____ work.
3. We've nearly run _____ money. We've got very little left.
4. Martin isn't very happy with his job because he doesn't get
_____ his boss.
5. I love to look _____ the stars in the sky at night.
6. Are you looking _____ the party next week?
7. There was a bank robbery last week. The robbers got _____ \$10
million.

S2 English Intensive Class

Lesson 21: Conditionals (Type 0, 1 & 2)

Lesson Outline

- I. *Conditional 0 (The Zero Conditional)*
 - *Meaning*
 - *Form*
 - *Time*
- II. *Conditional 1 (The First Conditional)*
 - *Meaning*
 - *Form*
 - *Time*
- III. *Conditional 2 (The Second Conditional)*
 - *Meaning*
 - *Form*
 - *Time*

I. Conditional 0 (The Zero Conditional)

1. Meaning

We use the *zero conditional* to talk about something that ***always happens*** (the result), ***if a particular condition is met***.

Example:

If you heat water to 100 degrees, it boils.

condition

result

So, the meaning is that if the condition is met, then the result always happens.

2. Form

- We use the same verb form in each part of a zero conditional: the ***simple present tense***.

Example:

If you press this button, you get black coffee.

condition

result

For the “if” part:

if + subject + *simple present verb*

For the result part:

subject + *simple present verb*

- There is always **a comma** (,) between the two parts (the “if” part and the result part) of the zero conditional, when we *start with the 'if' part*.

Example:

If you heat water to 100 degrees, it boils.

“if” part

result

- But when we **start with the result part** of the conditional, we **don't need a comma**.

3. Time

The zero conditional talks about things that are ***always true***. Although it uses the *present simple* form, it doesn't refer only to the present, it refers to ***all the times***.

Example:

*If there is no rain, the grass **does not grow**.*

Exercise 1

Use “*if*” to start the zero conditional sentences. Make changes to the verb if necessary.

e.g.: iron / rust / it / get / wet

If iron gets wet, it rusts.

1. you / not / eat / you / die

2. ice / float / you / drop / it / in water

Exercise 2

Make a zero conditional ***starting with part showing the “result”***. Make changes to the verb if necessary.

e.g.: My daughter / eat / too much chocolate / she / get / sick

My daughter gets sick if she eats too much chocolate.

1. My parents / late / get angry / come home / I

2. Die / you / not / eat / you

II. Conditional 1 (The First Conditional)

1. Meaning

We use the *first conditional* to talk about something that **will happen (the result)**, **if a particular condition (which is likely to happen) is met**.

Examples:

*If it is sunny, **we will go to the park**. (Maybe it will be sunny – that's possible)*

"if" part

result

***Amy will be sad** if Mary leaves. (Maybe Mary will leave – that's possible)*

result

"if" part

2. Form

We use different verb forms in each part of a first conditional.

Example:

*If you study hard, **you will pass the test**.*

"if" part

result

For "if" part:

if + subject + simple present verb

For result part:

subject + will + verb

3. Time

First conditional sentences refer to **the future**. We use the *future tense* in the result part.

Example:

*If there are no tickets, I **will not go** to the Saturday's show.*

"if" part

result

Exercise 3

Choose the correct form of verb in each sentence below. *Circle the letter only.*

1. If you _____ an apple every day, you will be very healthy.
 - a. eat
 - b. will eat
2. If we don't protect the animals, they _____ extinct.
 - a. become
 - b. will become
3. She _____ completely different if she cuts her hair.
 - a. looks
 - b. will look
4. You will need to pay more if you _____ a sports car.
 - a. buy
 - b. will buy
5. You _____ better if you turn on the lamp.
 - a. are able to see
 - b. will be able to see

6. You won't pass the test if you _____ .
- a. don't study
 - b. won't study
7. If a sheep _____ into your garden, it _____ your grass.
- a. gets ; will eat
 - b. will get ; eats
8. If I _____ some eggs, how many _____ ?
- a. cook ; will you eat
 - b. will cook ; do you eat

III. Conditional 2 (The Second Conditional)

1. Meaning

The second conditional is used to talk about things which are **unreal (not true or not possible) in the present or the future** -- things which don't or won't happen:

Examples:

*If I were you, I **would drive more carefully in the rain.***

*(I am not you – this is **unreal.**)*

***Mary would be sad** if Jane left.*

*(Jane will not leave – that's **not going to happen.**)*

*If dogs had wings, **they would be able to fly.***

*(Dogs don't have wings – that's **impossible.**)*

2. Form

We use different verb forms in each part of a second conditional.

Example:

*If I **had** a million dollars, I **would buy** a big house.*

For "if" part:

if + subject + simple past verb

For result part:

subject + would + verb (base form)

3. Time

This conditional deals with situations in the present and future that are both unreal and unlikely to happen. When the situation is **unreal and unlikely to happen**, use *past tense* in the "if" part and *would + verb* in the "result part". Remember, the **past tense** used in the "if" part of the second conditional **does not indicate a past action or situation**.

Exercise 4

Each of the sentences below is a second conditional. Complete the sentences by filling in the correct form of verbs in each sentence.

1. If Joe _____ (be) here, he _____ (catch) some fish for supper.
2. It _____ (nice) if the rain _____ (stop)!
3. I _____ (sing) you a song if I _____ (have) my guitar.
4. If I _____ (have) a better sleeping bag, I _____ (not feel) so cold.
5. If this tent _____ (be) any smaller, one of us _____ (have to) sleep outside.
6. I _____ (look) out for bears if I _____ (be) you.
7. If I _____ (not be) so hungry, I _____ (share) my beans with you.

Exercise 5

Each question describes a situation. Based on the situation, decide which conditional sentence is the most appropriate; you can choose from the zero, first or second conditional forms. *Circle the letter only.*

1. In my experiments, the liquid is cooled to 32 degrees. It always freezes.
 - A. If you cool the liquid to 32 degrees, it freezes.
 - B. If you cool the liquid to 32 degrees, it will freeze.
 - C. If you cooled the liquid to 32 degrees, it would freeze.

2. It may rain this afternoon. I hope it doesn't because I don't want the match to be cancelled.
 - A. If it rains, the match is cancelled.
 - B. If it rains, the match will be cancelled.
 - C. If it rained, the match would be cancelled.

Exercise 6

Complete the sentences with the most appropriate form of verbs given.

1. If it rains tomorrow, we _____ (stay) home.
2. They _____ (buy) a bigger house if they had enough money.
3. If John studies hard, he _____ (pass) the exam.
4. If human beings could live on Mars, I _____ (build) a house there.
5. If I were Sue, I _____ (break) up with Ted.

Exercise 7

Read the situation and complete the sentences using Type 0, 1 or 2 conditionals.

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

If it is sunny tomorrow, I _____ cycling.

2. Mr Wong wants to lower taxes but he is not the one who decides on such matters.

If Mr Wong were the President, he _____ taxes.

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

If Mr Lee had the same qualifications as Peter So, he _____ for the post of Director.

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

If I see Tina tomorrow, I _____ her to my party.

Exercise 8

Make any necessary corrections to the sentences below. Underline the mistake and make related corrections above it. Put a tick (✓) if there is no mistake.

1. If it rained tomorrow, we will not go to the beach. ()

2. If I were Ms Lee, I will report to the police of the burglary. ()

3. Tom and his brother will come over for dinner this evening. If you came,
you will see them. ()

4. If Tom practises more, he would have won the championship. ()

