

S3 English Intensive Class

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

Exercise 1 (P. 2)

- | | | |
|------------------------|---------------------------|-------------------------|
| 1. would have been | 2. would have tasted | 3. had known |
| 4. would not have lent | 5. had spoken | 6. had closed |
| 7. had known | 8. would have been | 9. had listened |
| 10. would not have got | 11. would not have earned | 12. would not have been |
| lost | | |
| 13. would have taken | 14. would not have told | 15. had put out |
| 16. would have taken | | |

Exercise 2 (P. 3)

1. (*given*)
2. If it is sunny tomorrow, I will go cycling. / I will go cycling if it is sunny tomorrow.
3. If Mr Wong were the President, he would lower taxes. / Mr Wong would lower taxes if he were the President.
4. If the car in front had not stopped suddenly, the accident would not have happened. / The accident would not have happened if the car in front had not stopped suddenly.
5. If Mr Lee had the same qualifications as Peter So, he would apply for the post of Director. / Mr Lee would apply for the post of Director if he had the same qualifications as Peter So.
6. If John had worn sunscreen, he would not have been sunburnt. / John would not have been sunburnt if he had worn sunscreen.
7. If Tina is free tomorrow, I will invite her to my party. / I will invite Tina to my party if she is free tomorrow.
8. If Sandy had not been ill yesterday, she would have joined us. / Sandy would have joined us if she had not been ill yesterday.

Exercise 3 (P. 4)

- | | | | |
|-------|-------|-------|-------|
| 1. F | 2. I | 3. F | 4. I |
| 5. F | 6. I | 7. I | 8. F |
| 9. F | 10. I | 11. I | 12. I |
| 13. F | 14. I | 15. F | 16. I |
| 17. F | 18. I | 19. F | 20. I |
| 21. F | 22. I | | |

Exercise 4 (P. 5)

- | | | | |
|------|-------|-------|------|
| 1. E | 2. H | 3. A | 4. C |
| 5. J | 6. B | 7. G | 8. F |
| 9. I | 10. K | 11. P | |

Exercise 5 (P. 6)

- | | | | |
|------|-------|------|------|
| 1. j | 2. f | 3. d | 4. a |
| 5. h | 6. b | 7. c | 8. g |
| 9. e | 10. i | | |

Exercise 6 (P. 7 - 8)

- | | | | |
|---------------|---------------|-----------|----------|
| 1. should not | 2. should not | 3. ought | 4. were |
| 5. would | 6. would not | 7. should | 8. ought |

Exercise 7 (P. 9)

- | | | | |
|------|------|------|------|
| 1. G | 2. A | 3. E | 4. C |
| 5. B | 6. H | 7. F | 8. D |

Exercise 8 (P. 10)

- | | |
|-----------------------------|-------------------------------------|
| 1. You should let them know | 2. You should choose the right time |
| 3. I would tell them | 4. You should write them a letter |
| 5. If I were your mum | 6. You shouldn't worry |
| 7. I think you should start | 8. You ought to tell to them |

Exercise 9 (P. 11 – 12): *free answers*

(for teacher's reference only)

Dear Sammy,

I'm flattered you asked me for advice. That being said, I am not sure how much I can help – after all, I don't know that person, nor do I understand her situation.

As a former "muk ok" resident, I can tell you first hand that being poor is tough! But poverty does not make theft right, of course. If I were you, I would not try to confront her or talk to her about this. All she would do is deny everything, and she may not speak to you again if you go so far as give her a lecture!

But that does not mean you cannot do a thing about it. I seem to remember your family owns a business. Would it be possible for you to arrange a part-time job for her? If she works, she does not have to steal. I also know the government has a scholarship programme for poor students like her. Let me see if I can get some information for you.

By the way, how much are those books that got stolen? I hope they don't cost too much. If your friend gets a job, perhaps you can talk to her into giving your friends, including the theft victims, a treat. Just to make things right, you know.

Again, I really do not know the person, so I'm not sure if my ideas will work. Feel free to ignore my suggestions!

*Love,
Chris*

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Lesson 15: Poem & Survey Report

(Answer Key)

Onomatopoeic Words (for reference)

You might find some of these words useful for describing your morning sounds.

Bedroom

swish ; rattle ; creak ; tick ; creak ; snooze ; bleep ; click ; zip ; snore ; yawn ;
buzz

Bathroom

drip ; glug ; flush ; trickle ; gargle ; splash ; plop ; spit

Journey to school

plod ; hum ; rumble ; squeak ; beep ; click ; clunk ; whoosh ; whirr ; screech ;
clatter ; rev ; crunch

All exercises in this lessons are free writing.

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Lesson 16: Listening Practice

(Answer Key)

Exercise 1

1. D 2. C 3. B 4. D 5. A

Exercise 2

1. John: afraid 2. Jane: ignored 3. May: disappointed
4. Tom: unhappy 5. David: lonely

Exercise 3

23 July

Ken Wong

4C

no.1

My mother doesn't allow me to go out with my friends

My classmates bully me at school.

no.2

I feel bored and angry

no. 3

class teacher

no.4

Saturday afternoon, after 3 pm

Exercise 4



Ingredients

A. Vegetarian Sushi

Rice

Cucumber

Carrot

B. Fish Sushi

Rice

Salmon



Seasoning

Salt

Vinegar

Vegetable oil



Nutritional information

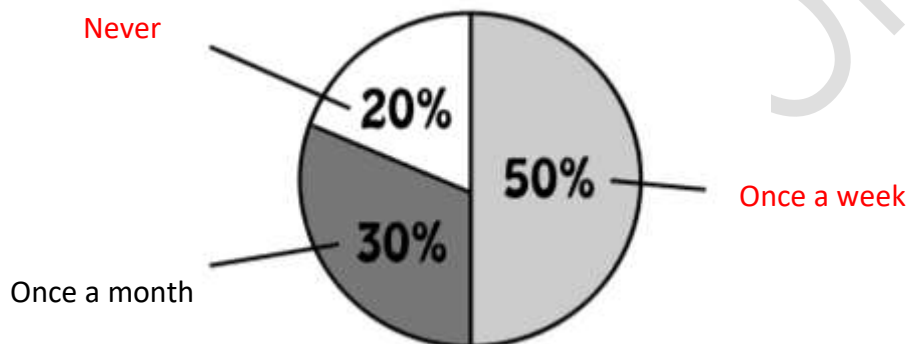
	Vegetarian Sushi (per 100 g)	Fish Sushi (per 100 g)
Carbohydrate	20 g	24 g
<i>Protein</i>	g	12 g
<i>Calories</i>	100 kcal	180 kcal

Exercise 5

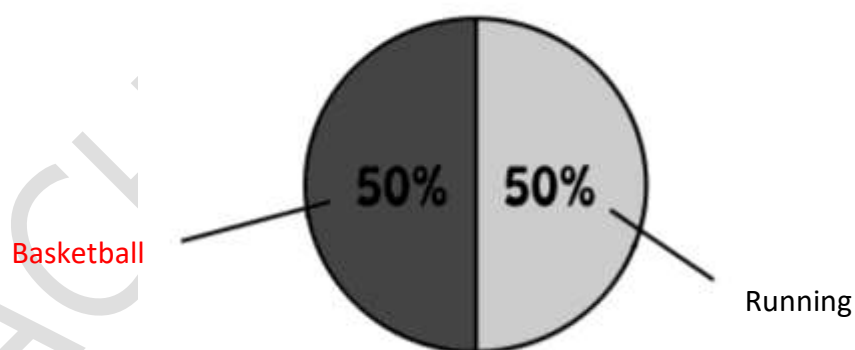
- Name: June Tsang
- Class: 4D
- How often do you exercise? Once every three to four weeks
- What kind of exercise do you do? Yoga
- How often do you have your teeth checked? Once a year

Exercise 6

How often do you exercise?



What kind of exercise do you do?



Exercise 7

Health Note

According to our survey, only 50% of our students exercise once a week and more shockingly, 20% of our students never exercise at all. To be healthy, please be reminded of the following:

Dos

- Exercise daily at least 30 minutes
- Have a balanced diet
- Eat at least two servings of fruit a day
- Drink at least eight glasses of water a day
- Have your body checked and teeth checked at least once per year

Don'ts

- Eat oily food
- Eat food with high fat

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Lesson 17: Language Arts I & Prepositions

(Answer Key)

Exercise 1 (P. 4 - 5)

- | | | |
|----------------|----------------|-----------|
| 17. about | 18. from | 19. at |
| 20. about / on | 21. of | 22. with |
| 23. about / on | 24. of | 25. at |
| 26. with | 27. to / on | 28. about |
| 29. at | 30. about / of | 31. with |
| 32. from | 33. of | 34. of |
| 35. on / to | | |

Exercise 2 (P. 5)

1. charm — alarm / arm / farm / harm
2. stay — bay / clay / day / lay / may / pay / way
3. street — beat / defeat / eat / feet / heat / meet / neat / seat / wheat
4. floor — door / four / more / pour / sore / tore
5. might — fight / fright / height / kite / light / might / night / quite / right / sight / tight

Exercise 3 (P. 6 – 7)

Stanza 1: harm
Stanza 4: meet
Stanza 6: fright

Stanza 3: way
Stanza 5: door

Exercise 4 (P. 7): *for reference only*

1. Yes / No
2. Yes, I like the poem because... / No, I don't like the poem because...
3. Palm reading, Friday 13th is a bad luck day.

Exercise 6 (P. 8)

1. 4
2. black, track, back
3. Negative mood, black, old, rusty

Exercise 7 (P. 9): *for reference only*

palm reading, feng shui, no Block 4 and 4/F, horoscope, etc.

TEACHERS USE ONLY