

# **S3 English Intensive Class (January)**

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# S3 English Intensive Class

## Lesson 18: Gerunds & More

### **Lesson Outline**

- I. Introduction
- II. Use Of Gerunds
  - Gerunds As The Subject
  - Gerunds As The Object Or The Complement
- III. Common Verbs Followed By A Gerund
- IV. Special Use Of Gerunds
- V. Gerunds VS Present Participles
- VI. Gerunds After Prepositions / Phrasal Verbs
- VII. More On To-infinitives & Gerunds: Change In Meaning
- \* **Appendix 1: Gerunds After Verbs and Examples**

### I. Introduction

A **gerund** (verbal noun) is a noun formed from a verb by adding *-ing*. It **functions as a noun** rather than a verb.

Examples:

adventuring	painting	speaking
going	running	working

Compare the two.

John loves apples.

John loves **eating** apples.

The main verb is “loved” and  
“**eating**” is a gerund.

We use a gerund as the *subject*, the *complement*, or the *object* of a sentence.

## II. Use of Gerunds

### 1. Gerunds As The Subject

Gerunds can act as the **subject (主語) of a sentence**.

Examples:

**Seeing** is believing.

**Swimming** is the best exercise in summer.

### Exercise 1

Read the rules below carefully and circle the most appropriate answer given in the brackets.

1. No (smoke / to smoke / smoking).
2. (Park / To park / Parking) is prohibited in this area.
3. Please do not (step / to step / stepping) on the grass.
4. Warning, men (work / to work / working).
5. Do not (feed / to feed / feeding) the birds.

### 2. Gerunds As The Object Or The Complement

Gerunds can acts as the object or the complement of a sentence.

Examples:

I enjoy **reading**. (*Object*)

She enjoys **lying** in the hammock. (*Object*)

Emily hates **studying** but likes **dreaming**. (*Complement*)

### III. Common Verbs Followed By A Gerund

Verbs that are normally followed by a gerund include:

admit	adore	anticipate	appreciate	avoid	consider
contemplate	delay	deny	describe	detest	dislike
endure	enjoy	escape	excuse	fancy	feel
finish	hear	imagine	include	justify	keep (on)
listen to	mention	mind	miss	notice	observe
perceive	postpone	practise	quit	recall	report
resent	resume	risk	see	sense	stop
suggest	tolerate	watch			

Examples:

Would you **mind** *closing* all the windows?

I **enjoy** *seeing* films.

We will **consider** *seeing* all the applicants in the coming days.

We **postponed** *discussing* the plan.

**\* Note:** Refer to Appendix at the end of this lesson for more examples on these verbs.

## **Exercise 2**

James and his friends are discussing about a project. Complete the sentences describing what they say and use the most appropriate form of verb.

1. James: What shall we do?

Janice: We could go to the library to do some research.

Janice (suggest) suggested \_\_\_\_\_

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2. James: Do you want to check the computer?

Thomas: No, not really.

Thomas (fancy) \_\_\_\_\_

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3. James: You were not careful enough in your writing.

Kitty: Oops, sorry. Thanks for reminding me.

Kitty (admit) \_\_\_\_\_

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4. Joyce: Why don't we go over there for more interviews?

James: That's a good idea!

\_\_\_\_\_ (suggest) \_\_\_\_\_

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5. James: Excuse me, would you wait a few minutes?

Peggy and Natalie: Sure, no problem.

\_\_\_\_\_ (mind) \_\_\_\_\_

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## IV. Special Use Of Gerunds

We use gerunds instead of infinitives in describing **abstract behaviours**.

Examples:

I am a language teacher. My job is **teaching** English.

It is my job today **to teach** you all about grammatical rules.

### Exercise 3

Complete the sentences below using the correct *to-infinitives* or *-ing verbs*.

1. My boss expects me \_\_\_\_\_ (work) overtime.
2. The suspect claimed \_\_\_\_\_ (watch) TV at the time of the robbery.
3. Kitty's teacher is worrying about her as she seems \_\_\_\_\_ (have) difficulties coping with her studies.
4. Kids often ask \_\_\_\_\_ (take) to the zoo or amusement park.
5. The burglars must have come in through the windows as the lock seems \_\_\_\_\_ (force).
6. "I happen \_\_\_\_\_ (pass) my driving test two years ago, you know," he said.
7. Robert is expecting \_\_\_\_\_ (inherit) a large mansion when his grandfather dies.
8. "Mark appears \_\_\_\_\_ (overtake) John on the last lap."
9. Alex seems \_\_\_\_\_ (enjoy) his new job.
10. I'd like \_\_\_\_\_ (book) a return ticket to Denver, please.
11. Stop pretending \_\_\_\_\_ (eat) your food – just finish it up.
12. The manager seems \_\_\_\_\_ (get) impatient with the interviewees.

### Exercise 4

Put the verbs in the right forms using *to-infinitives* or *-ing* form.

Dear Sally

Thank you for your last letter. It was good to hear from you. My big news is that I've decided (1) to change (change) jobs. I finish (2) working (work) at Simpsons next month and start in my new company, Galt, the week after. Simpsons didn't want me (3) ..... (leave) but Galt offered me more money and more opportunities. I hope (4) ..... (be) a manager there in two years.

By the way, I forgot (5) ..... (tell) you - I'm learning (6) ..... (drive). My new company offered (7) ..... (let) me use one of their cars, which was very good of them. I had a lot of problems at first because I wanted (8) ..... (do) everything quickly. My teacher thought I was a bit dangerous on the road! He suggested (9) ..... (slow) down, and now it's getting better.

I'm having a party on the 25th and would love (10) ..... (see) you.

Perhaps you could persuade your brother (11) ..... (come) with you as well. I really enjoyed (12) ..... (dance) with him at your party.

My neighbours have promised (13) ..... (go) out for the evening, so we can play the music as loud as we want.

I must stop (14) ..... (write) now and do some work. See you on the 25th, I hope.

Love

Claire

## V. Gerunds VS Present Participles

Sentences using present participles as complements might look alike. However, ***sentences with gerunds specify the contents of the sentences*** while *sentences with present participles state the features of the subject*.

Examples:

His favourite sport is ***skate-boarding***. OR  
***Skate-boarding*** is his favourite sport.

“Skate-boarding” is a ***gerund***. It can be shifted from a *complement* to a ***subject*** of a sentence.

This film is ***boring***. OR  
 This is such a ***boring*** film.

“Boring” is a ***present participle***. It acts like an ***adjective*** in the sentence.

### Exercise 5

Rewrite the sentences using appropriate form. Pay attention to the –ing words. Write in the brackets whether they are present participles (PP) or gerunds (G).

1. This board is for diving. ( )

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2. His hobby was adventuring. ( )

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3. The drama last night was so horrifying. ( )

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4. Lily is responsible for taming the lions. ( )

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5. It is no good learning a language without practice. ( )

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6. The wreckages floating along the river was disgusting. ( )

There were \_\_\_\_\_

7. Can you hear the tap dripping out there? It is so disturbing! ( )

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## VI. Gerunds After Prepositions / Phrasal Verbs

Gerunds are used after **prepositions**. We use gerunds after **verb + prepositions (phrasal verbs)**. Here are some examples.

<b>Prepositions</b>	<b>Meanings</b>
give up	stop, not to do anymore
put off	postpone or delay
care for	like
carry on / go on	continue
keep (on)	to do things repeatedly or non-stop
leave off	to stop doing something
look forward to	to be excited about something that is going to happen
see about	to make arrangements
take to	to develop as a habit

Examples:

Victor has *given up **drinking***. (Here, drinking means *alcohol intake*)

At last the dogs next door *left off **barking***.

I am *looking forward to **meeting*** her, my idol.

### Exercise 6

Rephrase the sentences using the appropriate phrasal verbs in the example. Also use the appropriate forms of verb (to-infinitive or gerund) in brackets.

- It would be great to meet them again. I'm (meet) \_\_\_\_\_  
\_\_\_\_\_
- I don't read newspaper any more. I've (read) \_\_\_\_\_  
\_\_\_\_\_
- Jackie is 65 but he isn't going to retire yet. He wants to (work) \_\_\_\_\_  
\_\_\_\_\_
- I need to complete the letter today. I have to (write) \_\_\_\_\_  
\_\_\_\_\_
- Sarah decided to go abroad. She has (apply) \_\_\_\_\_  
\_\_\_\_\_

## VII. More On To-infinitives & Gerunds: Change In Meaning

There may be a change in meaning of verbs taking to-infinitive and -ing form.

	<i>to-inf / -ing form</i>	<i>Meaning</i>	<i>Examples</i>
<b>forget</b>	<i>forget to do sth.</i>	forget to do sth.	I'm sorry. I forgot to lock the door.
	<i>forget doing sth.</i>	forget a past event	We'll never forget visiting Paris.
<b>remember</b>	<i>remember to do sth.</i>	remember to do sth.	Remember to read the instructions.
	<i>remember doing sth.</i>	recall a past event	I don't remember meeting him before.
<b>mean</b>	<i>mean to do sth</i>	intend to	He means to move to New Zealand.
	<i>mean doing sth.</i>	involve	Working hard means earning more.
<b>go on</b>	<i>go on to do sth.</i>	finish doing sth and start doing sth else	After completing her college, she went on to get her bachelor degree.
	<i>go on doing sth.</i>	continue	She went on to watching TV.
<b>regret</b>	<i>regret to do sth.</i>	be to sorry to	I regret to tell you that you have not attained our standard.
	<i>regret doing sth.</i>	have second thoughts about sth already done	I regret telling lies when I was young.
<b>would prefer</b>	<i>would prefer to do sth.</i>	specific preference	I'd prefer to have an early night tonight.
	<i>would prefer doing sth.</i>	in general	I prefer reading comics to watching soap operas on TV.
<b>try</b>	<i>try to do sth.</i>	do one's best; attempt	She tried hard to cope with her new job.
	<i>try doing sth.</i>	to do sth. as an experiment	Try adding some more sauce to your pasta.
<b>want</b>	<i>want to do sth.</i>	wish	I want to find the solution.
	<i>want doing sth.</i>	sth. needs to be done	it seems your dress wants cleaning.
<b>stop</b>	<i>stop to do sth.</i>	pause temporarily	He stopped to buy some milk on his way home.
	<i>stop doing sth.</i>	finish, cease	He finally stopped talking and started working.
<b>be sorry</b>	<i>be sorry to do sth.</i>	regret	I'm sorry to hear he has been injured.
	<i>be sorry for doing sth.</i>	apologies	Please excuse me for misunderstanding, having misunderstood what you said.
<b>be afraid</b>	<i>be afraid to do sth.</i>	be frightened to do sth.	I'm afraid to drive over the old bridge.
	<i>be afraid of doing sth.</i>	be afraid that what is referred to by -ing form may happen	She is afraid of breaking her leg if she jumps over the wall.

## **Exercise 7**

Put the verbs in brackets into the most appropriate –ing form or the infinitive.

Candice: I'll never forget 1. \_\_\_\_\_ (go) to UK for the first time. I was incredibly excited although I was trying 2. \_\_\_\_\_ (act) cool and casual.

Jason: I know. I remember 3. \_\_\_\_\_ (be) quite envious because I wanted 4. \_\_\_\_\_ (go) there too.

Candice: Yes, I know. I was a bit over the top, wasn't it? I'm sorry for 5. \_\_\_\_\_ (behave) so badly.

Jason: Yes, you were! You just went on 6. \_\_\_\_\_ (talk) about UK constantly. It was quite funny though when I think back. You hardly let me 7. \_\_\_\_\_ (say) a word.

Candice: I'm sorry, but you know that in my excitement I nearly left a lot of things behind like my camera and my money.

Jason: I didn't know you had such a bad memory.

Candice: I'm not usually so forgetful. I had a lot on my mind. Anyways, I don't remember actually 8. \_\_\_\_\_ (leave) anything behind in the end.

Jason: How did you feel when you first arrived there?

Candice: I remember 9. \_\_\_\_\_ (worry) about what to do and where to go. I wanted 10. \_\_\_\_\_ (see) everything but I didn't know where 11. \_\_\_\_\_ (begin).

Jason: So where did you go first?

Candice: Well, we started in London. At first, the traffic was bad that I was afraid 12. \_\_\_\_\_ (cross) the road ... *(to be continue)*

**Exercise 8**

Fill in the blanks with the verbs given with the most appropriate –ing form or the infinitive.

1. Rose invited us \_\_\_\_\_ (come) to her birthday party.
2. It is very hot. Would you mind \_\_\_\_\_ (switch) on the air-conditioner?
3. There are many armed robberies in Hong Kong. The police have taken action \_\_\_\_\_ (deter) crime from happening again.
4. She is so elegant and decent. I dare not \_\_\_\_\_ (talk) with her.
5. They spend at least half an hour \_\_\_\_\_ (buy) the tickets.
6. Alice was not accustomed \_\_\_\_\_ (live) in Canada.
7. Johnny continued \_\_\_\_\_ (study) in the technical school although he wanted \_\_\_\_\_ (study) Arts.
8. Kate was opposed to \_\_\_\_\_ (carry) out the plan.
9. If you persist in \_\_\_\_\_ (speculate) on stocks, you will risk \_\_\_\_\_ (lose) all your property.
10. I heard someone \_\_\_\_\_ (shout) outside the door.
11. There's no use \_\_\_\_\_ (complain) about the Government policy. It still remains unchanged.
12. Sandy had better \_\_\_\_\_ (leave) New York before her passport expires.
13. Jeremy is capable of \_\_\_\_\_ (handle) some rude customers.
14. I forgot \_\_\_\_\_ (post) the letter this afternoon. Would you remind me \_\_\_\_\_ (post) the letter tomorrow?

15. Although the Chinese Government objected to \_\_\_\_\_ (amend) the Basic Law, many councillors proposed \_\_\_\_\_ (discuss) it in the Legislative Council.
16. We suggested \_\_\_\_\_ (postpone) the meeting until next Friday.
17. I tried \_\_\_\_\_ (put on) a new shoe to see whether it fits my foot.
18. Sue would rather \_\_\_\_\_ (have) French food than Japanese food.
19. I tried \_\_\_\_\_ (mix) calcium with hydrogen to see what would happen.
20. Peter has no intention of \_\_\_\_\_ (interfere) in their affairs.
21. Ronald regretted \_\_\_\_\_ (tell) Nancy the truth. She left him.
22. Fanny dislike \_\_\_\_\_ (talk) with her classmates during lessons.
23. The antique watch is invaluable but this watch isn't worth \_\_\_\_\_ (keep).
24. I feel like \_\_\_\_\_ (visit) Ocean Park today.
25. The strong current prevented us from \_\_\_\_\_ (swim) to the raft.
26. Peter insisted on \_\_\_\_\_ (have) a swim on the rainy day.
27. William denied \_\_\_\_\_ (sign) the document but he was force \_\_\_\_\_ (agree) on the unreasonable terms.
28. \* You \_\_\_\_\_ (need ... go) to school because No. 8 signal is hoisted.

## \* Appendix 1:

### Gerunds After Verbs And Examples

Verbs	Examples
admit	He admitted cheating on the test.
advise	The doctor generally advised drinking low-fat milk.
allow	Ireland doesn't allow smoking in bars.
anticipate	I anticipated arriving late.
appreciate	I appreciated her helping me.
avoid	He avoided talking to her.
begin	I began learning Chinese.
can't bear	He can't bear having so much responsibility.
can't help	He can't help talking so loudly.
can't see	I can't see paying so much money for a car.
can't stand	He can't stand her smoking in the office.
cease	The government ceased providing free healthcare.
complete	He completed renovating the house.
consider	She considered moving to New York.
continue	He continued talking.
defend	The lawyer defended her making such statements.
delay	He delayed doing his taxes.
deny	He denied committing the crime.
despise	She despises waking up early.
discuss	We discussed working at the company.
dislike	She dislikes working after 5 PM.
don't mind	I don't mind helping you.
dread	She dreads getting up at 5 AM.
encourage	He encourages eating healthy foods.
enjoy	We enjoy hiking.
finish	He finished doing his homework.
forget	I forgot giving you my book.
hate	I hate cleaning the bathroom.
imagine	He imagines working there one day.

involve	The job involves traveling to Japan once a month.
keep	She kept interrupting me.
like	She likes listening to music.
love	I love swimming.
mention	He mentioned going to that college.
mind	Do you mind waiting here for a few minutes.
miss	She misses living near the beach.
need	The aquarium needs cleaning.
neglect	Sometimes she neglects doing her homework.
permit	California does not permit smoking in restaurants.
postpone	He postponed returning to Paris.
practice	She practiced singing the song.
prefer	He prefers sitting at the back of the movie theater.
propose	I proposed having lunch at the beach.
quit	She quit worrying about the problem.
recall	Tom recalled using his credit card at the store.
recollect	She recollected living in Kenya.
recommend	Tony recommended taking the train.
regret	She regretted saying that.
remember	I remember telling her the address yesterday.
report	He reported her stealing the money.
require	The certificate requires completing two courses.
resent	Nick resented Debbie's being there.
resist	He resisted asking for help.
risk	He risked being caught.
start	He started studying harder.
stop	She stopped working at 5 o'clock.
suggest	They suggested staying at the hotel.
tolerate	I tolerated her talking.
try	Sam tried opening the lock with a paperclip.
understand	I understand his quitting.
urge	They urge recycling bottles and paper.

## S3 English Intensive Class

### Lesson 19: Letter of Application & Writing

#### **Lesson Outline**

- I. Letter Of Application (1): Applying For Further Studies*
- II. Letter Of Application (2): Applying A Job*
- III. Useful Words & Phrases*
- IV. Practice Task*

#### **I. Letter Of Application (1): Applying For Further Studies**

##### **Situation 1:**

##### **Applying a Place in an Institute for Further Studies**

To make your application letter effective, please keep the following points in mind.

#### **1. Who Reads the application letter and for What Purpose?**

##### **Target audience:**

The target audience in an application letter for a place in an institute can be the Department Head or the Professors who are in charge of student admission.

You are required to concretely express yourself in a way that would allow you to come across as the appropriate candidate for the study abroad program.



### **For what purpose do you write?**

The purpose of writing of this type of application letter is to let the audience know you are the appropriate candidate for the study abroad program.

The purpose of the application letter can be categorized into three major groups:

1. The reasons for studying abroad
2. The reasons for choosing a particular country, university and program in which to participate
3. How does the study abroad program contribute to your future career or to the good of the general society

## **2. What to Write in an Application Letter?**

You can write about the following things.

- A. Reasons for studying abroad
- B. Reasons for your choice of a particular university and program
- C. Personal history, experiences, and interests
- D. Study plan
- E. How studying abroad relates to your future
- F. Reasons for your choice of a particular country

### **Exercise 1**

Please select a few topics from (A) to (F) and see if you can come up with different ideas. Write the contents on the next few pages. Then, have a discussion with your friends.

### **Reasons for studying abroad**

Why do you want to study abroad? What does studying abroad mean for you?

What do you like to achieve while studying abroad? Please give your concrete examples.

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### **Reasons for your choice of a particular university and program**

How does your choice of university and program fit with your overall interests and wishes? Please give concrete reasons why you have chosen this particular university and program.

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**Personal history, experiences, and interests**

How does your past experience shape your present interests? How does it relate to your study abroad program?

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**Study plan**

If accepted, what fields of study do you want to undertake? How do you plan to follow it?

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### **How studying abroad relates to your future**

What would you like to do in the future? How does studying abroad fit with your overall future plans?

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### **Reasons for your choice of a particular country**

What do you consider to be the benefits of studying in the country of your choice?

Please explain in detail.

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## Exercise 2

Upon the completion of brain-storming task in Exercise 1, please have a try in writing your first draft.

[illegible]

## II. Letter Of Application (2): Applying A Job

### Situation 2: Applying a Job in a Company

#### **Guided Writing Plan**

##### **Greeting**

##### **Opening paragraph**

*Which job are you applying for?*

*How did you find out about the job?*

##### **Second paragraph**

*Which secondary school do you go to?*

*Which class are you in?*

*Have you got any relevant experience in school (e.g. school clubs / groups)?*

##### **Third paragraph**

*Why would you be suitable for the job?*

##### **Final paragraph**

*Request for an interview.*

##### **Closing**

## Modern Letter of Application

Flat B, 12 / F  
Tai Wo Court  
Tai Po  
New Territories

4th November 200\_  
Ms Ko  
Manager  
Buying to Give  
231 Hart Street  
Kowloon  
Hong Kong

Dear Ms Ko,

Re: Application for the post of Shop Assistant

I am writing to apply for the position of Shop Assistant, which was advertised in the *Kowloon Times* on 2nd November.

I am a Secondary 3 student at Tai Po College. I am presently the president of the Putonghua Club. My responsibilities include organizing Putonghua-speaking activities for students in our school and helping younger students to learn Putonghua.

I think I am suitable for the position of Shop Assistant because I am fluent in English and Putonghua. I am a team player as I enjoy working with people. I am also well organized.

If you are interested in my application, I would be happy to attend an interview at any time that is convenient for you.

Yours sincerely,

*Alex Tam*

Alex Tam

### III. Useful Words & Phrases

#### INTRODUCTION

- I am writing to apply for the position of ... , which was advertised in the ... (name of newspaper) on ... (date)
- I would like to apply for the post of ... as advertised in the ... (name of newspaper) on ... (date)

#### ADDRESSING A PERSON

- Dear Mr / Miss / Ms ...
- Dear Sir or Madam
- The General Manager / The Secretary
- Education and positions of responsibility
- I am a Secondary ... student at ... / I am a student at ... and will complete my Secondary ... studies in 20xx
- I was chosen to be the ... (position of responsibility) because ... / because of ...
- My main responsibility is / was ... / My main responsibilities are / were ...
- This year I am the ... (position of responsibility)

#### REASONS FOR APPLYING

- I am applying for this job because ...
- I enjoy ... / I like ... / I am interested in ...
- I think I would be a good person for this position because ...
- I would like to work in your company because ...
- Since I want to be a ..., I think this experience would be very useful to my future.



## ASKING FOR AN INTERVIEW

- I would be happy to attend an interview at any time that is convenient for you and look forward to hearing from you.
- I have enclosed my CV and hope you will consider this application. I can be contacted at the above address or on phone number ...

## SKILLS AND STRENGTHS

- I am a team player.
- I am able to meet tight deadlines
- I am able to work independently.
- I am able to work under pressure.
- I am computer-literate.
- I am creative.
- I am fluent in English and Putonghua.
- I am good at dealing with money.
- I am good at multitasking.
- I am good with children.
- I am self-motivated.
- I have an analytical mind.
- I have strong communication skills.
- I have strong organizational skills.

## IV. Practice Task

### Exercise 3

Write a letter of application applying the following job.

## **Advertisement from the Job Market website**

### **Junior Secretary**

*Posting Date: 03 Oct 2008*

**Trading co located in Hunghom, now seeking for:**

- Form 5 or above
- 1-3 years experience in trading co.
- Proficient of PC including Chinese Word Processing, MS Word, Excel and Outlook

### **Responsibilities:**

- Handle In/Out E-mail, correspondence and telephone from overseas clients and vendor
- General clerical duties (Major outdoor to bank)



# S3 English Intensive Class

## Lesson 20: Listening & Writing

### Lesson Outline

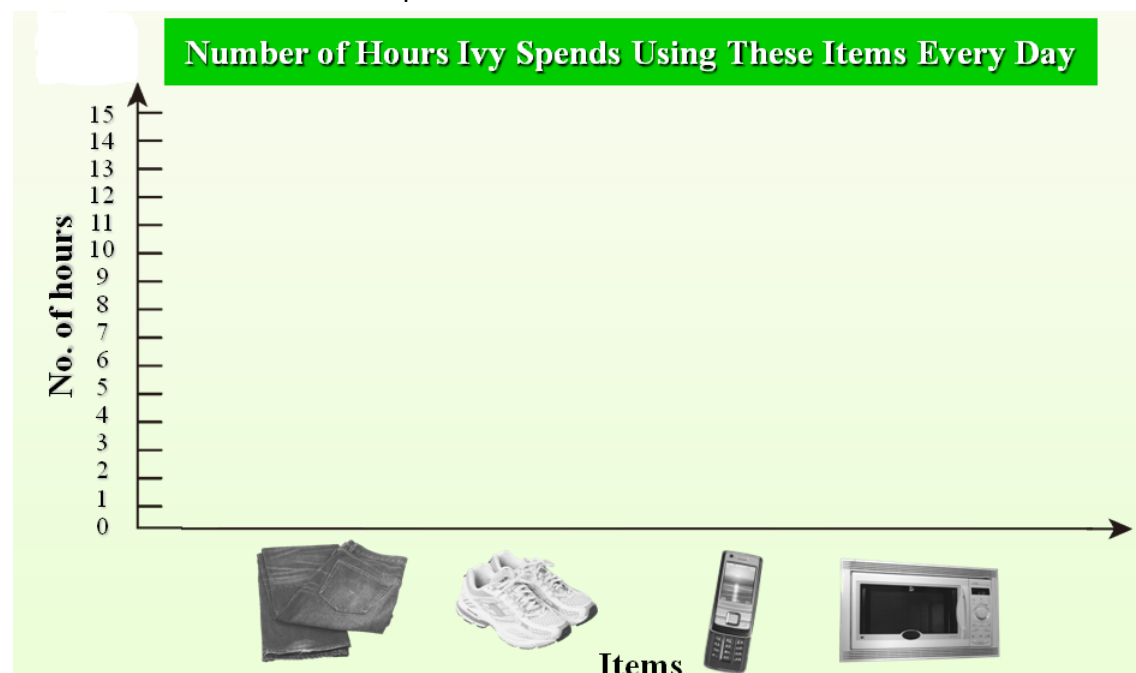
- I. *Listening Skills & Practice*
- II. *Letter To The Editor*
  - *Introduction*
  - *Formats Of Business Letters*
  - *Contents*
  - *Tips On Writing Letter To The Editor*
  - *Structure Of Letter To The Editor*

## I. Listening Skills & Practice

### Exercise 1

#### Essential things

Ivy and her friend, Leo, are discussing items they feel they cannot live without. Listen to their conversation and complete the bar chart below.





## Exercise 2

### Shopping for training shoes

Ivy wants to buy a pair of new training shoes and she is doing research on different brands of trainers on the Internet. Listen to her conversation with Leo and fill in the missing information below.

What are you shopping for? <input type="text" value="trainers"/> in <input type="text" value="all categories"/> <input type="button" value="SEARCH"/>		
Showing 3 out of 10 items		
Nomads Air Max	Athena Nouveau Cushion	Lion Extreme
✧ _____ of cushioning	✧ _____ training shoes for cross training and _____ use	✧ _____ training shoes
✧ _____ years of continuous _____ and experiments	✧ Helps you run _____	✧ Provide excellent _____ but also allow dynamic movements
✧ No foam. Pure cushioning. Provides you the _____ comfort	✧ Helps to _____ against sprains and other muscle injuries	✧ Perfect for speed training sessions
✧ Very durable	✧ A unique design created for _____ and _____	✧ Suitable for _____ races
✧ \$ _____	✧ \$ _____	✧ \$ _____
		

### Exercise 3

#### Teens' must-have

Leo is working on the school newspaper. Listen to his interviews with different students and complete the table below.

Teens' must-have			
	Vanessa Chau, 15	Daniel Kwok, 14	Eunice Lai, 15
<b>CD</b>	Jojo's _____ _____ is the best! My _____ _____ is <i>Too Little Too Late!</i>	Actress turned singer Vanessa Hudgen's CD <i>V</i> is way cool. I love _____!	<i>Jazz on Cinema I &amp; II</i> is a compilation performed by various artists. _____ _____!
<b>DVD</b>	_____ _____ starring Queen Latifah is so funny, yet meaningful. I watch it when I'm down.	<i>Gladiator</i> starring Russell Crowe _____ _____ that you can watch time and time again.	<i>Lord of the Rings: Return of the King</i> directed by Peter Jackson is my all time favourite. _____ _____ and a story that thrills you to the very end.
	Vanessa Chau, 15	Daniel Kwok, 14	Eunice Lai, 15
<b>Gadget</b>	A MP3 player not only plays songs. It doubles _____ _____ What else can you ask for?	I rely heavily on my _____ _____ because it also acts as my digital diary. All my appointments are stored in it.	A laptop computer is so essential. You can surf the net, do homework - _____ _____ _____ with the added bonus of portability.
<b>Clothes &amp; Accessories</b>	_____ _____ go with everything.	_____ are great for bad hair days.	_____ make my legs look slender.
<b>Food</b>	Instant noodles for _____ _____!	_____ give me energy!	_____ is yummy!

## Exercise 4

### Make a wild guess!

Leo is listening to a popular radio programme in which the host plays games with the audience. In this episode, the host will describe the characteristics of some brands and each caller has to guess the brand. Listen to the radio programme and fill in the missing information.

----- **Caller 1** -----

Category: \_\_\_\_\_

- ❖ It is not a \_\_\_\_\_ .
- ❖ It is a brand of \_\_\_\_\_ .
- ❖ This is a \_\_\_\_\_ brand.

Answer: Vitasoy

----- **Caller 2** -----

Category: \_\_\_\_\_

- ❖ This is an \_\_\_\_\_ brand.
- ❖ This is made from milk chocolate.
- ❖ This has the colour \_\_\_\_\_ in its packaging.

Answer: \_\_\_\_\_

----- **Caller 3** -----

Category: \_\_\_\_\_

- ❖ This is not a \_\_\_\_\_ brand.
- ❖ This is a \_\_\_\_\_ brand.
- ❖ The watches have a variety of straps, i.e. plastic and metal.

Answer: Swatch

----- **Caller 4** -----

Category: \_\_\_\_\_

- ❖ This is not a \_\_\_\_\_ brand.
- ❖ This brand sells both \_\_\_\_\_ .
- ❖ The logo is of \_\_\_\_\_ .

Answer: Quaker



## Listening to comparisons and choices

Life is all about choices.

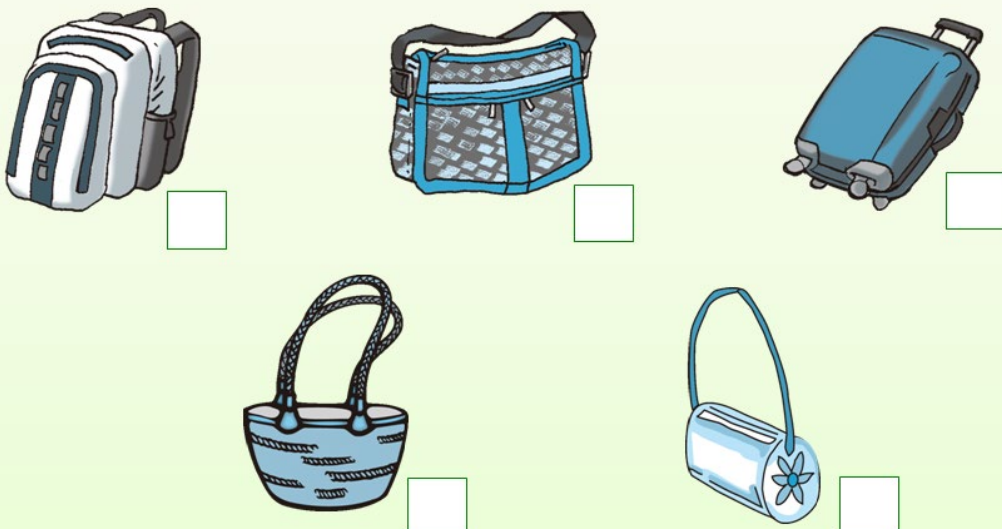
It is common for us to have two or more options to choose from. For example, which brand of soft drink do you prefer? Or what style of clothing do you like? We need to pay attention to **comparatives** (e.g. 'better' and 'less expensive') **and superlatives** (e.g. 'the best' and 'the most economical') when we listen to comparisons. **Comparisons often lead to choices which are usually expressed using verbs such as 'prefer', 'want' and 'like'.**

Negative remarks (e.g. 'I don't need it.' and 'That's too expensive!') help to signal elimination of choices.

## Exercise 5

### Their favourite bags

Leo and his friends are shopping together. Read their preferences on P.7 and help them choose their favourite bags. Write the letter (A-E) in the box next to each one shown.



I'm going to Japan for two months. I want a large suitcase which can hold everything I need for the journey.

I go to yoga class every week. So, I need a really large tote bag to carry my clothes. No backpacks, please. I prefer a bag with an adjustable shoulder strap.

I like the beach so much! I want a bag which can be a pretty accessory that matches my swimming suit!

I will go to a wedding ceremony next week. So, I want a small purse that will go with my dress.

I want to buy a new schoolbag because my old one is worn out. I prefer a backpack.

**A** **B** **C** **D** **E**

## Exercise 6

### Which brand to buy?

After deciding on the kind of bag they plan to buy, Leo and his friends need to pick the brand they each want. Listen to their conversation and put a '✓' in the correct circles.

	<input type="radio"/>		<input type="radio"/>	
Tommy				
	<input type="radio"/>		<input type="radio"/>	
Gloria				
	<input type="radio"/>		<input type="radio"/>	
Shirley				
	<input type="radio"/>		<input type="radio"/>	
Jessica				
	<input type="radio"/>		<input type="radio"/>	
Leo				

## Exercise 7

### Which model to buy?

Leo's mobile phone is out of order. He's talking to a salesman in a mobile phone shop. Listen to their conversation and fill in the missing information below. Circle the model Leo chooses to buy.

#### Model 320

☞ \_\_\_\_\_, elegant design

☞ 3-megapixel camera

☞ 3G with bluetooth



\_\_\_\_\_

☞ \_\_\_\_\_



#### Model Zing

☞ \_\_\_\_\_ allows writing with a stylus

☞ \_\_\_\_\_ music player

☞ polyphonic Speaker



☞ \_\_\_\_\_

☞ \$2 000

#### Model 701

☞ phone opens up to LCD monitor and typewriter

☞ phone book: up to \_\_\_\_\_ entries

☞ MP3 ringtones

☞ removable memory card

☞ \_\_\_\_\_



## II. Letter to the Editor

### 1. Introduction

Writing a letter to the editor is to ***express your concern about public issues***. When the government or community upsets you, you ***write to argue on certain public issues and persuade readers and editors to listen to your opinions***. So, you write to the editor of the local newspaper to express and share your point of view.

When writing such a letter, you are mostly like writing ***an argumentative or persuasive letter***. The difference is you have to follow certain format when writing to the editor.

You should ***use the formal letter format*** to lend credibility and authority to your letter because:

- You want to make yourself as someone that the government and society should listen to.
- You want the government and the editors to be able to get to the information easily by having it in the correct location.

So a formal business letter format would make your letter clear and readable. There are *two forms of business letter*.

1. Move the first address to the end of the row
2. Block form

Below are examples of the two formats of business letter. Read carefully which addresses to put first in the letter.

## 2. Formats of Business Letters

### Format 1

(address of the **writer**) 1234 Any Street

Anytown, New York

(today's date) September 1, 2001

Letter to the Editor (address to which the letter is **being sent**)

South China Morning Post

Editorial Page

55 Exchange Blvd.

Rochester, New York

Dear Editor,

(Body of the letter)

Yours sincerely,

(Sign your name in this space)

(Name in Letters) Sharon Murphy

### Format 2

1234 Any Street (address of the **writer**)

Anytown, New York

September 1, 2001 (today's date)

Letters to the Editor (address to which the letter is **being sent**)

South China Morning Post

Editorial Page

55 Exchange Blvd.

Rochester, NY

Dear Editor,

(Body of the letter)

Yours sincerely,

(Sign your name in this space)

(Name in Letters) Sharon Murphy

### 3. Contents

Before you start to write your letter to the editor, you have to ***find an issue covered in a recent edition of that paper about which you believe the community needs to know your opinion or knowledge***. There are several issues that you can write on to the editor:

- Environment
- Schools
- Local government
- Crime
- Moral or political issues

Your letter does not necessarily need to be a complaint. You can also write to:

- thank people publicly
- praise some actions
- commemorate someone or something

### 4. Tips on Writing Letter to the Editor

After you have chosen an issue to write on, you can start constructing your letter. But while you are writing, there are a few tips you have to remember.

- Your letter should be ***short and precise***, do not make clumsy sentences.
- ***Write to the point***
- ***Do not attack personally*** (it may make your letter too subjective)
- ***Be logical and organized*** in your argument
- Discuss each viewpoint in a ***separate paragraph***
- ***Be polite and objective*** in the use of words and the tone (*remember your letter would probably be published on the newspaper*)

## 5. Structure of Letter to the Editor

### FIRST PARAGRAPH

In the first paragraph, ***identify yourself*** by your position in the community (e.g. student / teacher etc.), ***refer to a story*** and ***state your standpoint***.

- Since you are writing in response to an issue covered in that newspaper recently, you have to refer to the story so that the editor or readers know which issue you are talking about.
- Make your standpoint immediately so that editors know why you are writing.

Example:

Dear Editor,

I am a **secondary student** and I am writing in response to / to express my concern about **the change of education system** your paper has mentioned **on the 7<sup>th</sup> of March, 2007**. I **disagree** with the point that HKALE (Hong Kong Advanced Level of Examination) should be abolished.



## SUBSEQUENT PARAGRAPHS

In the subsequent paragraphs, you need to give support for your standpoint. Use ***persuasive and argumentative writing skills*** to form your points.

- Try to write about 2-4 paragraphs to support your letter.
- Control your sentence structure and length
- Leave appropriate space so that your points can be easily read and recognised.

You are reminded to support your points with ***factual evidence***. Since factual evidence is undeniable and objective, and it reflects the present situation, it helps to bring a stronger persuasive effect to your points.

Other than factual evidence, you can also use ***reasonable and logical examples*** to support your points. Examples which related to or are acknowledged to the editor or readers can make them agree with you.

## CLOSING PARAGRAPH

In the closing paragraph, you can ***restate your standpoint; foresee the future development of the issue*** you have been talking in the letter or ***ask for actions*** from related organizations if you are writing a complaint letter.

Example:

➤ **Restate standpoint**

To sum up, I think the education system does not fit our local secondary students. The reasons I have just mentioned can prove that the government should do something about it.

➤ **Foresee future development**

Let's help to keep our place beautiful. Throw your trash in the barrels, and if you find trash on the street, pick it up. Then our place would be as wonderful as you imagine.

➤ **Ask for action**

Therefore, with a situation that can no longer be delayed, I urge the government to take actions to protect the environment of our living place.

## **Exercise 1**

There are two topics below for you to start writing a letter to the editor. **Choose either one of them to write.** Guiding questions are there to assist your writing.

***Write at least 280 words.***

**Topic 1: “Harry Potter” is the hottest topic in the city and the newspaper reported on the 15<sup>th</sup> of April, 2007, that its fans cannot stop reading the ending of Harry Potter. Write to the editor of SCMP to talk about your view on this issue.**

*(address: Morning Post Centre, 22 Dai Fat Street, Tai Po Industrial Estate, Tai Po, Hong Kong.)*

*Guiding questions:*

- *Do you like the movie and why?*
- *What is/are the theme(s) of the movie? Is/are the theme(s) educational or meaningful?*
- *Does the movie have any impact on society?*
- *What is the function of movie/media in society?*

**Topic 2: The newspaper reported on the 15<sup>th</sup> of April, 2007, that since the government has divided secondary schools into EMI and CMI, students from CMI schools find themselves difficult in learning English. Write to the editor of SCMP to talk about your situation and view on the issue.**

*(address: Morning Post Centre, 22 Dai Fat Street, Tai Po Industrial Estate, Tai Po, Hong Kong.)*

*Guiding questions:*

- *What are your difficulties of learning English?*
- *What methods would you use to learn English?*
- *Which is the most effective method to learn English?*
- *Do you think you get enough support/resources from parents, schools or the government in learning English?*



## **S3 English Intensive Class**

### **Lesson 21: Reading Skills & Comprehension**

#### ***Lesson Outline***

##### ***I. Reading Comprehension Practice***

### **I. Reading Comprehension Practice**

#### **Reading Comprehension Practice (1)**

Read the text below and complete the tasks that follow.

### **Batman & Detective Conan**

#### **Batman**

The superhero Batman is a fictional character who first appeared in May 1939. He has become one of the world's most famous comic-book characters.

Batman was co-created by artist Bob Kane and writer Bill Finger. His true identity is Bruce Wayne, a millionaire. Bruce was born in the 1910s and he was the son of Dr Thomas Wayne and Martha Wayne. Bruce was brought up in Wayne Manor and had a pleasant life until the age of eight, when his parents were killed by a criminal named Joe Chill on their way home from the movie theatre. Bruce was then raised at Wayne Manor by his uncle, Philip Wayne.

Bruce swore that he would get rid of the evil that had taken his parents' lives. He engaged in intense intellectual and physical training and studied a lot of subjects, including chemistry, criminology, martial arts and gymnastics.

Bruce was determined to get rid of the criminals. One day a bat suddenly flitted through the window. This inspired Bruce to wear the costume of Batman. In 1940, Bruce also worked with his assistant, Robin, to fight crimes and criminals.

Batman and Robin cooperated well in the 1940s and 1950s. In the mid-1950s, Bruce and Catwoman got married. They had their first and only child in 1957, Helena Wayne. Batman's activities soon declined and he went into semi-retirement, leaving most of the work to Robin.

## **Detective Conan**

Detective Conan is a popular Japanese cartoon character in a series created by Ghoso Aoyama. The story is about a teenage detective named Shinichi Kudo who is clever at solving mysteries. While he was spying on two suspicious men, Shinichi was caught and forced to take a drug, which turned him into a little kid. Professor Agasa agreed to help him and together they began to search for the antidote to the drug. In order to hide his true identity, Shinichi uses the name Conan, which is taken from Sir Arthur to go to a private primary school so that nobody will discover his true identity. He forms a detective group called Detective Boys with his three young friends and they help the police solve many cases.

## **Exercise 1**

Answer the following based on information given in the passage. For multiple choice questions, choose the best answer and *circle the letter*. For comprehension questions, answer in ***complete sentences***.

1. Is the story of Batman a true story? Explain your answer.

---

2. According to paragraph 2, Batman ...

- A. was created by more than one person
- B. was a man named Thomas Wayne
- C. lived with his parents after his uncle died.
- D. was killed by a criminal named Joe Chill.

3. In paragraph 2, which word has a meaning similar to 'brought up'?

---

4. What did Bruce Wayne promise to do after his parents died?

---

5. In paragraph 4, 'get rid of' can best be replaced by \_\_\_\_\_ .

- A. replace
- B. remove
- C. arrest
- D. punish

6. Who did Batman work with to fight crimes?

---

7. Who created the cartoon character Detective Conan?

---

8. How did Shinichi Kudo become a kid?

---

9. How does Shinichi Kudo hide his identity?

---

10. Have you ever read Batman comics? What do you think of them?

---

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## Reading Comprehension Practice (2)

Read the text below and complete the tasks that follow.

### Death Notes

Death Note is a popular Japanese comic series first published in 2004. It has sold 18 million copies and is translated into seven languages. Live-action movies and animated features have also been released. The story is mainly about the mind game between Light Yagami (Kira) and L.

Light Yagami is an intelligent high school student in Japan. One day, he picked up a mysterious notebook called Death Note. He soon discovered that it was an evil tool to kill people. When you write a name on the Death Note, the named person will be killed by heart attack or other method specified. However, there are many rules on the use of Death Note. The most important rule is that you must know the name and face of that person.

Light Yagami used Death Note to kill criminals. This was noticed by Japanese police. Light's father is the leader of the investigation team, dedicated and determined to arrest Kira. However, he doesn't know that his son was Kira. Mysterious detective L, who is the world's top detective, aims to arrest Kira at any cost as well. He suspects that Yagami is Kira and imagines a lot of ways to lure Yagami to expose his hidden identity. Light Yagami is smart and handsome while L is weird. He likes to sit in an odd manner and snacks on sweets in meetings. His face is white with smoky eyes.

The storyline of Death Note is exciting and unexpected. It lies between detective and mysterious story. What would you do if you get a Death Note? Will you destroy it or use it to kill the person you dislike?



## Exercise 2

Answer the following based on information given in the passage. For True or False questions, *circle T for True statements, F for False statements or NG for information not given in the text.* For multiple choice questions, choose the best answer and *circle the letter.* For comprehension questions, answer in **complete sentences**.

1. Death Note is an American comic series. T / F / NG
2. Light Yagami is a youngster. T / F / NG
3. Death Note is translated into seventeen languages. T / F / NG
4. Which of the following about L is FALSE?
  - A. He is weird.
  - B. He likes sweets.
  - C. He is handsome.
  - D. He is a detective.
5. Which word has the same meaning as 'weird'?
  - A. strange
  - B. smart
  - C. intelligent
  - D. cool
6. Who is the leader of the investigation team?

7. What is needed to kill a person with Death Note?

8. What is the cause of death of a person killed by Death Note?

9. Where did the story begin?

10. What would you do if you had a Death Note?

## Reading Comprehension Practice (3)

Read the text below and complete the tasks that follow.

### Plastic Bag Tax

Regarding the issue of plastic bag levy law, the argument should not be about how many plastic bags are being used or reused, but rather why we are using so much plastic.

Our society lets restaurants such as McDonald's give out small plastic bags for holding takeaway drinks and people carelessly accept newspapers wrapped in plastic bags just so vendors can include the "freebie" packet of tissues with each copy. Our public schools, where we educate our future generation, hire caterers who use disposable plastic ware to pack lunchboxes – each lunchbox for each student for each school day.

Our daily life is dominated by thoughtless, wasteful consumer habits, seemingly benign acts adversely affecting our environment. Most plastic bags in this city have a useful lifespan of less than one minute. Imagine that. **They** don't biodegrade and persist for hundreds of years. They clog our drains, pollute our rivers, strangle our wildlife, dirty our beaches and get into our food chain.

Yet we are worried about a tiny 50 cent tax on bags. Do we really think people will stop shopping and eating because they need to pay a tiny extra for their plastic bags?

The UN estimates that there are more than 100 million tons of plastic waste in our oceans, and that the amount is growing at more than 5 percent per year. Less than 10 percent of all plastic ever gets recycled. National Geographic reports that we use more than 85 million plastic bottles every three minutes on this planet. These are horrifying figures, but companies are profiting from their pollution-generating products and we, as consumers, are letting it happen.

Hong Kong is choking on its pollution-based development and success. In view of the extent to which plastic pollutes our environment, arguing about the 50 cent plastic-bag tax is missing the big picture.

Finally, the plastic bag levy was introduced in earlier July and, surprise, surprise, civilisation as we know it did not come to an end.

Although most shoppers are arriving at the checkout with a variety of reusable bags in hand, our supermarkets are trying to undermine the obvious desire of shoppers to reduce waste by a very noticeable increase in the amount of packaging, particularly in the fruit and vegetable displays. During one trip to ParknShop apart from one variety of apples and some oranges, all the fruit was poly-wrapped on trays.

It is now time for enlightened shoppers to send a message to our supermarket operators that less is best by refusing to purchase all over-wrapped items. We as the end-consumers are ultimately responsible for the mountains of garbage generated. By leaving over-wrapped goods on the shelves, we send a message to the distributors.

### **Exercise 3**

Answer the following based on information given in the passage. For filling in the blanks questions, use **one word only** for each blank. For multiple choice questions, choose the best answer and *circle the letter*. For comprehension questions, answer in **complete sentences**.

1. In paragraph 3, what does “they” refer to?

---

2. According to paragraph 3, plastic bags adversely affect our environment because they are not \_\_\_\_\_ and \_\_\_\_\_ for hundred of years.

3. According to paragraph 4, the writer \_\_\_\_\_ that people will stop shopping and eating because they need to pay a tiny extra for their plastic bags.

- A. is worried
- B. does not believe
- C. feels sorry
- D. feels frustrated

4. Which of the following increase(s) plastic waste?

(i) plastic bags for takeaway drinks

(ii) plastic bags for newspapers

(iii) plastic lunchboxes

(iv) plastic bottles

(v) over-wrapped products

A. (i), (ii) & (iii)

B. (i), (ii), (iii) & (iv)

C. (i), (ii), (iii) & (v)

D. All of the above

5. In paragraph 6, what does “it” refer to?

---

6. According to paragraph 6, why did the write say that “it did not come to and end”?

It is because ...

A. plastic bag levy is not fully implemented.

B. public are not aware of the plastic bag levy.

C. supermarkets are undermining the purpose of plastic bag levy.

D. supermarkets still distribute plastic bags to customers.

### **Exercise 4**

Below is a summary of paragraph 8 and 9. However, there are some missing words. Read paragraphs 8 and 9 and then fill in the blanks with **ONE** word only which best completes the sentence, keeping the meaning of the original text. Note that the most suitable word may or may not appear in the passage. You should also make sure that your answer is grammatically correct.

Most shoppers are now having 1. \_\_\_\_\_ reusable bags in hand, and their desire to reduce waste is 2. \_\_\_\_\_ by the 3. \_\_\_\_\_ products on shelves.

In fact, shoppers should bear the 4. \_\_\_\_\_ responsibility for 5. \_\_\_\_\_ the garbage mountains. 6. \_\_\_\_\_ to purchase all over-wrapped products is a good way to send a message to our supermarket operators.