

S2 English Intensive Class (February)

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S2 English Intensive Class

Lesson 22: Adverb of Manner and Degree & Looking into Poems

Lesson Outline

- I. *Adverb of Manner & Degree*
 - *What Are Adverbs?*
 - *What Kind of Adverbs Are There?*
 - *Why Do You Use Adverbs of Manner & Degree?*
 - *How Do You Change Adjectives into Adverbs?*
 - *What Else Can We Learn About the Position of Manner*
- II. *Looking into Poems: Appreciation & Practice*

I. Adverb of Manner & Degree

1. What are Adverbs?

- They are used to describe actions, to modify adjectives or other adverbs in a sentence.
- Many adverbs end in “ly”, but there are some exceptions.

Examples:

slowly	dangerously	early
fast	lately	quickly
well	badly	hard

2. What kinds of Adverbs are there?

- There are different kinds of adverbs, including *adverbs of time*, *adverbs of place*, *adverbs of certainty*, *adverbs of manner* and *adverbs of degree*. They are usually used in various situations.

3. Why do you use Adverbs of Manner & Degree?

- Adverbs of manner show how something happens. They are usually placed after the main verb or after the object.

Example:

She dances ***beautifully***.

- Adverbs of degree show the degree of an action, an adjective or another adverb. They are usually seen after the main verb but in front of the adjective or another adverb.

Example:

She dances ***very*** *beautifully*.

- More examples:

fairly	quite	rather
very	really	extremely

4. How do you change Adjectives into Adverbs?

- Some adverbs can be derived from the adjectives. They are formed in different ways.

The following shows some examples:

Adjectives	You should...	Examples
For most adjectives	+ <i>ly</i>	<ul style="list-style-type: none"> bad → badly quick → quickly slow → slowly
Ending in “ <i>le</i> ”	- <i>e</i> + <i>y</i>	<ul style="list-style-type: none"> gentle → gently sensible → sensibly terrible → terribly
Ending in “ <i>y</i> ”	change “ <i>y</i> ” to “ <i>ily</i> ”	<ul style="list-style-type: none"> busy → busily easy → easily happy → happily
For special cases	<i>no change or new word</i>	<ul style="list-style-type: none"> early → early fast → fast hard → hard good → well

5. What else can we learn about the Position of Adverbs?

- The adverb should not be put between the verb and the object.

Examples:

- ✗ She corrected *carefully* her mistakes.
- ✓ She corrected her mistakes *carefully*.

- Sometimes an adverb of manner is placed before a verb + object to add emphasis.

Example:

Mary strongly said that she had not broken the window.

Exercise 1

Fill in the blanks with the most appropriate adverbs.

e.g.: Their mother is getting angry. She is speaking to them angrily .

1. John is very persistent. He faces difficulties _____ .
2. Susan is a very careful person. She does her homework _____ .
3. Helen is a happy girl. She smiles _____ .
4. Chow Yun Fat is a good actor. He acts very _____ .
5. Jack is a very punctual student. He goes to school _____ .

Exercise 2

Put the following words in the correct order.

e.g.: Kelly Chan / energetically / danced

Kelly Chan danced energetically.

1. They / softly / talked

2. badly / The / boys / behaved

3. works / Jackie / hard / extremely

4. too / sings / He / quite / poorly

5. walks / rather / Steven / slowly

Exercise 3

Fill in the blanks with the most appropriate adverbs corresponding to the adjectives provided. Make changes where necessary.

Mimi is a very careful girl. She does everything very (e.g.) carefully (careful). Her bedroom is very neat because she put all her books, clothes, decorations, CDs, etc. very 1. _____ (neat). It is also reflected in her studies. Her homework is never done 2. _____ (poor). When her friends ask her why it can be completed so 3. _____ (good), she 4. _____ (simple) says, "It is not that difficult as you think."

Mimi loves cooking and enjoys eating very much, and therefore, she gains weight 5. _____ (easy). There was one time she ate up five bowls of noodles 6. _____ (quick) in a meal. Although she is fat, she can dance 7. _____ (beautiful) and run quite 8. _____ (fast). Mimi has a strong voice. She speaks 9. _____ (noisy) while her younger sister speaks 10. _____ (soft).

II. Looking into Poems: Appreciation & Practice

Exercise 4

Have you ever watched a football game? What things can you see, hear and smell at a football game? Write them down on the note sheet below. Then compare your answers with a partner.

I can see ...

I can hear ...

I can smell ...

Exercise 5

Read the poem below and underline the words and phrases that are related to things you can see, hear and smell at a football game.

A Football Game

It's the might, it's the fight
Of two teams who won't give in—
It's the roar of the crowd
And the "Go, fight, win!"
It's the bands, it's the stands,
It's the color everywhere.
It's the whiff, it's the sniff
Of the popcorn on the air.
It's a thrill, it's a chill,
It's a cheer and then a sigh;
It's that deep, breathless hush
When the ball soars high.
Yes, it's more than a score,
Or a desperate grasp at fame;
Fun is King, win or lose—
That's a football game!

Alice Van Eck

Exercise 6

Think of a sport or hobby that you enjoy. What things can you see, hear and smell while doing this activity? Write them down on the space below. Then compare your answers with a partner. Who can see, hear and smell the most things?

[illegible]

Exercise 7

Think about the following questions carefully. Then complete the five sentences below.

What is a friend?

A friend is someone who _____

He / She is _____

My best friend's name is _____

He / She is someone who _____

He / She is _____

Exercise 8

Read the poem below and complete the task that follows.

What is a friend?

I used to think a friend,

Could only be my best,

If they could help me cheat,

When I had a test.

I used to think a friend,

Was someone I would choose,

If they had the money,

For both of us to use.

I used to think a friend,

Was someone big and strong.

If I got in trouble,

They would come along.

Now that I am older,

And wiser at this age,

I know my thoughts were part

Of a younger stage.

Don't judge friends by money,

Or if they cheat for you.

Friends are understanding,

Loyal, kind and true.

Alan Elder

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

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

Yes

A little

No

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

3. Do you always agree with your friends?

4. How can we make sure that we stay close with our friends?

S2 English Class Intensive

Lesson 23: Descriptive Writing & Listening Practice

Lesson Outline

- I. *Descriptive Writing*
 - *What Is Descriptive Writing?*
 - *Background*
 - *The Description*
 - *Ways of Ending*
- II. *Listening Practice*

I. Descriptive Writing

Before we start to learn the structure of a descriptive writing, you have to know what descriptive writing is and how to write descriptions for things.

1. What is Descriptive Writing?

A descriptive composition can deal with ***a person, a place or an object***. Whenever you try to *give more information* about it, you are doing some description. Read the following passage and see how it describes whales.

Whales are interesting animals. They are big sea animals that look like fish. They have bodies that are made for swimming. Whales have a lot of body fat that helps them keep warm. It also makes their bodies smooth.

The above passage gives information about how whales look and feel like. Descriptive writing helps readers imagine the object virtually as something in front of their eyes. The more words you use to describe an object, the clearer the object appears to the listener/reader.

Exercise 1

Now try to use your own words to add descriptions to the following objects. The first one has been done for you.

e.g.: My school bag

My school bag is black and red in colour and with a pocket in front.

1. Restaurant

2. Weekend

3. Puppy

4. Mr. Murphy

5. The Disneyland

6. Chinese New Year

7. New shoes

8. My father

2. Background

The background of a descriptive writing explains **why we are making this piece of writing**. It can be as short as one sentence or it may be a whole paragraph long.

Look at the following topic which requires a piece of descriptive writing.

Miss Chan is holding a pen-pal programme with a school in China. She wants students to write about your school facilities. Write a brief description of the facilities in your school for the students in China.

Now let's look at the following three paragraphs. Which one do you think is the best way to start a piece of descriptive writing on the topic above?

- A. Students in China have less extra-curricular activities to join and I must tell them more about my school's facilities.
- B. Hello. I am writing to tell you about my school's facilities.
- C. Hello. Since schools in China probably have different facilities from schools in Hong Kong, let me tell you about the facilities in my school.

The correct answer is **C**. This is because the topic is asking us to write a description of the school's facilities **for** the Chinese students. So you should talk to them **directly** in the letter but not indirectly.

So, remember that when we write, we must always think about **who the reader is**.

Also in the background, we have to explain ***what we are going to write about and why.***

For example, refer to answer C,

What : *let me tell you about the facilities in my school.*

Why : *Since schools in China probably have different facilities from schools in Hong Kong.*

Exercise 2

Write your own background paragraph on the topic below.

What can you do to help the earth reduce pollution?

(How the situation of pollution on the earth is at the moment? / how about the situation in Hong Kong?)

3. The Description

The actual description is the most important part of this kind of writing, and is usually the longest section. It tells readers **information and details** about the topic.

Now let's try to describe the polar bear and look at how we can organise the information in these paragraphs, and some phrases we can use to introduce this.

Paragraph 2: The polar bear lives in the North Pole and it usually...

(describe where it lives)

Paragraph 3: The polar bear is white in colour and has thick skin layer...

(describe the body of the polar bear)

Paragraph 4: The polar bear usually catch fish underneath the ice water...

(describe what the polar bear eats)

So when we write a description, we organize the information in paragraphs. Each paragraph relates to the facts about **one area only**. It is necessary to make an **introductory sentence (topic sentence)** to make it clear what the paragraph is about.

Teeth have been a part of animals almost from the beginning of animal life. The first animals to have teeth were fish. These sea creatures lived millions of years ago. They had many finely pointed teeth for grabbing food from the water. They were distant cousins of today's sharks.

From the example above, the highlighted sentence is the introductory / topic sentence of this passage. It gives us a general idea of what the paragraph is about. This helps to make the whole of writing clear to read and easy to refer back to.

Exercise 3

You are going to write a letter to your favourite primary teacher about your school life in secondary school. Choose **three areas** from below to write on and give descriptions to each of them. Guiding questions are there to help you describe the areas.

Classmates/friends:

- How many students are there in your class? /
- How many friends have you made? /
- What do you do with them?

Teacher:

- Who is your class teacher? /
- What does he/she teach? /
- Do you like him/her? /
- Which teacher do you like best? /
- What does he/she teaches?

Extra-curricular activities:

- How many clubs are there in your school? /
- Which ones have you joined? /
- What activities does the club hold? /
- Do you enjoy the activities?

School facilities/ special rooms:

- What facilities does your school have? /
- How to use them? /
- How many special rooms are there in your school? /
- What are they? /
- What are they for?

Now write descriptions of the three areas you have chosen using the structure you have learnt just now. Remember to start a new paragraph for each area.

[illegible]

4. Ways of Ending

There are many ways to end the writing. When we are writing a descriptive essay, we may end it with **a comment** on what has been described. Or, we may end with **an expression of good wishes**.

Examples of a Comment

Example 1

The situation of pollution around the world is alarming. If we do not start doing something to reduce pollution, the problems caused to our environment, weather and health would be unbearable.

Example 2

Chinese New Year is the most wonderful festival of the whole year. Children love it and everyone shares wishes with one other.

Examples of ways to express good wishes, etc.

Example 1

Wish you every success in your work.

Example 2

Let me end by wishing you a merry Christmas.

Example 3

If you follow my advice, I am sure you will have progress in your study.

Exercise 4

Now write your own piece of descriptive writing in response to this question.

Your cousin from China, Sally, is going to come to Hong Kong. Write her a letter describing some of the sights in Hong Kong that might be interesting for her to visit.

(hints: Ocean Park / Disneyland / Hong Kong Wetland Park / the Peak / Mong Kok etc.)

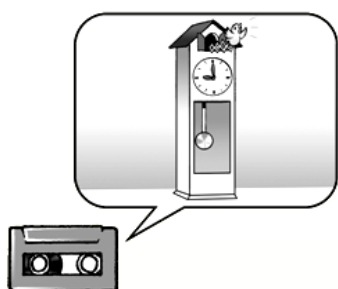
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II. Listening Practice

Exercise 5

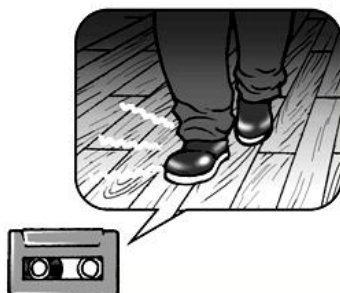
Special Sound Effects

Ray is preparing a promo tape for his radio programme. Listen to his conversation with his co-worker Lynn about the special sound effect he needs for a ghost story. Number the sound effect (1-6) in the order they need to be presented on the tape. One has been done for you as an example.

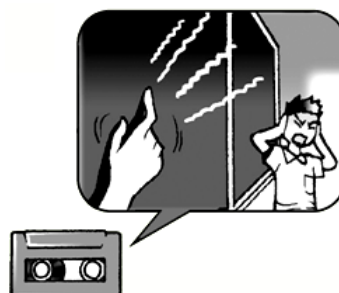


('cuckoo' sounds of a clock)

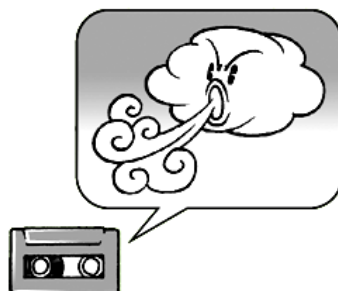
1



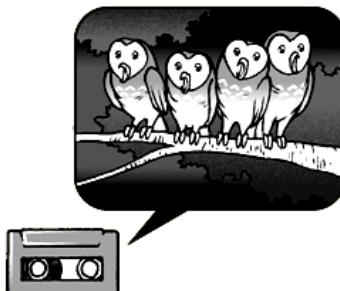
('creaks' of floor boards)



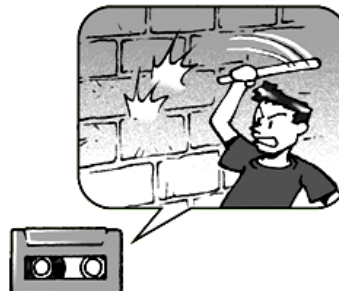
(sharp 'screech')



('howls' of the wind)



('hoots' of owls)



('thumps' on the wall)

Exercise 6

Halloween Celebrations

Andy's school plans to celebrate Halloween, and has invited suggestions from students. Listen to the conversation between Andy and a schoolmate and fill in the suggestion form.

<p style="text-align: center;">Halloween Celebrations</p> <p style="text-align: center;">Activity Suggestion Form</p> <p>Name: _____</p> <p>Suggested activity: _____</p> <p>Suggested venue: _____</p> <p>Reason for suggestion: _____</p> <p>_____</p>
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Exercise 7

A Ghost Story

The host of a radio programme tells a ghost story each week. Listen to one of the ghost stories. Circle the best answer for each of the following questions as you listen.

1. Why does Henry suggest that they find shelter?
 - a. It is getting late.
 - b. The weather looks awful.
 - c. One of them is sick.

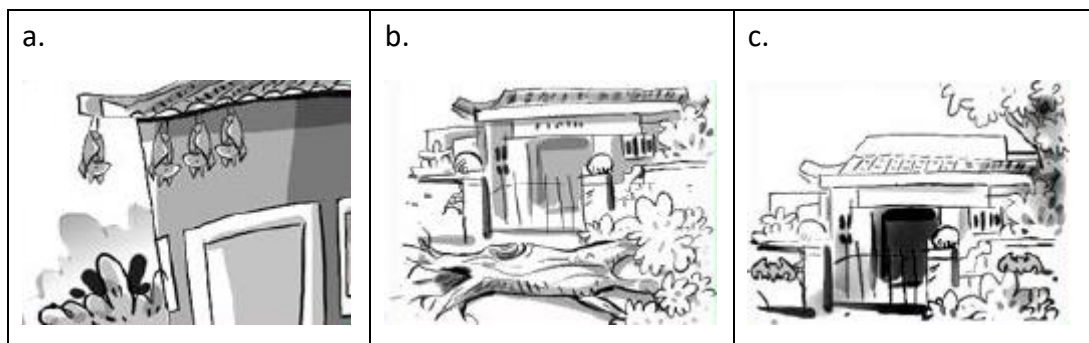
2. Which one is an example of the 'creepy-crawlies' Henry is worried about?



3. Where are Henry and Jennie heading for shelter?

- a. up the hill
- b. down the hill
- c. towards the river

4. Which is the house Jennie and Henry found?



5. What does the little girl want Jennie and Henry to do?

- a. to meet her mother
- b. to hide behind a tree
- c. to help her find her mother

Exercise 8

Today is Halloween. Tommy tells Peter that he plans to give Tina a surprise. Read their conversation. Can you predict Tina's response this time? Tick the box of the correct picture and underline the words and phrases that led you to the answer.

Tommy: I'm going to spring out at Tina in this costume when she opens the door.

Peter: Oh! That's mean.

Tommy: I don't think so. Tina loves surprises. She laughed and clapped her hands the last time she saw me wearing it.

Peter: If she was not scared the last time, do you think she'll be frightened this time? She'll just feel angry.

Tommy: (happily) That's what I want. I just want to see her angry! (whispers) Hush! Here she comes. (loudly) Boo!



Exercise 9

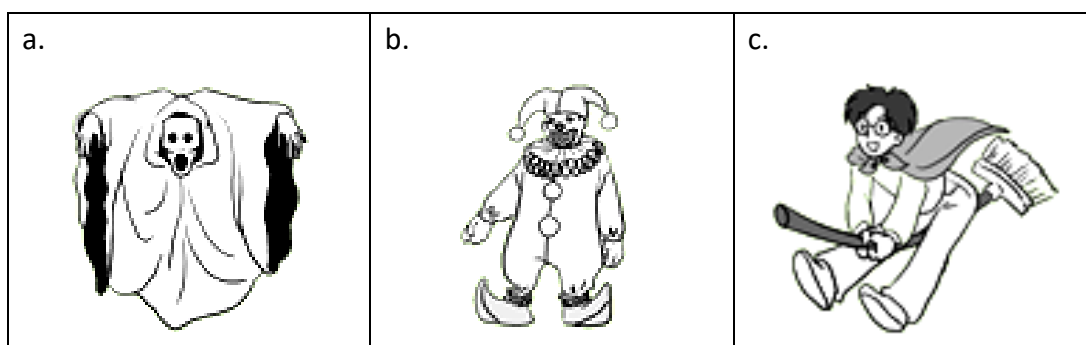
Happy Halloween

You are going to hear four conversation about Halloween. Listen carefully and circle the best answer for each question.

1. What is the shopkeeper going to do next?

- a. place an order for the customer
- b. give the customer two apples pies
- c. give the customer two pumpkin pies

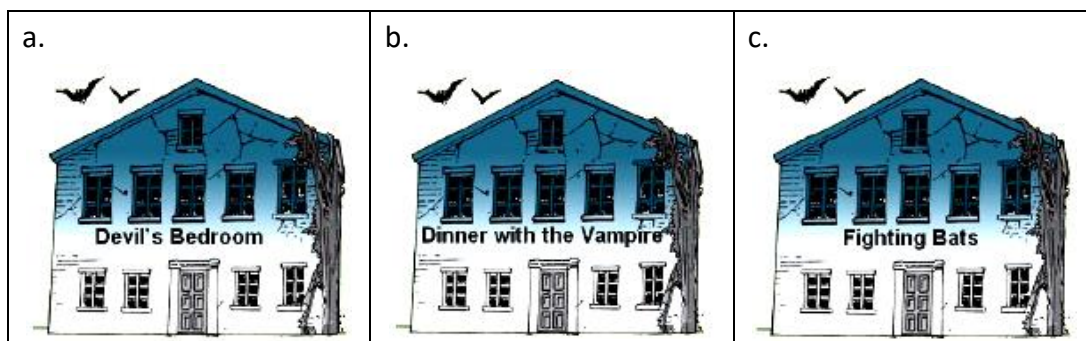
2. Which costume will the speakers see Peter wear first at the party?



3. What is the girl going to say next?

- a. Lucky you. Congratulations!
- b. I'm sorry to hear that.
- c. Thanks a lot.

4. Which attraction will the speakers visit first?



Exercise 10

Integrated Task

Freaky pictures

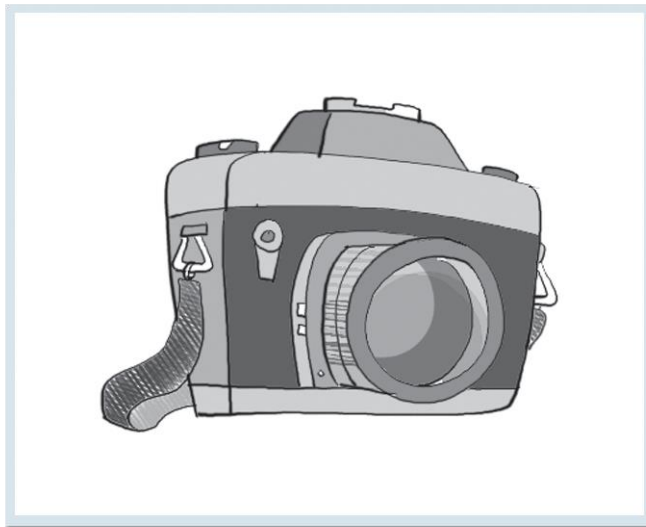
After years of hosting the radio programme 'How Strange', Ray Chan has decided to publish a book of strange stories. He invites the public to send him stories and pictures to be included in his book. Below are some of the pictures submitted by Joe Yeung. Ray interviews Joe to find out more about the pictures. Listen to their conversation and complete the notes under the pictures.



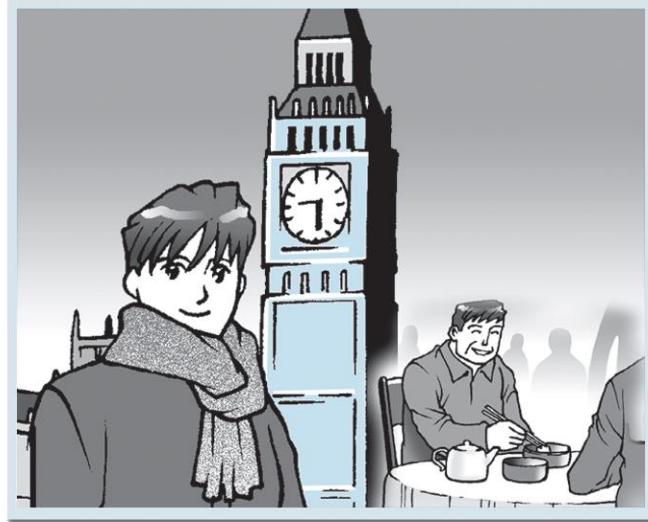
Joe's (1) _____, Connie, can also be seen in this picture which was taken in (2) _____. She was playing in a tennis final at (3) _____. She looks unhappy (4) _____.



Joe's (5) _____ is on the Rialto Bridge in Venice and she
is looking very (6) _____. Joe has eaten all the
(7) _____.



The camera can take photos of two (8) _____ at the
(9) _____. Joe got it from Uncle Lam.



This picture was taken in (10)_____. Joe's
(11)_____ seen in the photo having dim sum at
(12)_____ Restaurant in (13)_____.

S2 English Class Intensive

Lesson 24: Connectives (Time, Emphasis, Result and Reason) & Letter of Invitation

Lesson Outline

- I. *Connectives: Connectives of Time, Emphasis, Result and Reason*
 - *And & But*
 - *When & While*
 - *So & Such*
- II. *Writing Letter of Invitation*
 - *How To Write A Warm And Friendly Invitation Letter*
 - *Contents of Invitation Letter*

I. Connectives: Connectives of Time, Result and Reason

Connectives are used to connect sentences.

1. And & But

And is used when we *expect the second part follows the first part*.

But is used when we *do not expect the second part to follow the first part*.

Exercise 1

Complete the following sentences with **and** or **but**.

1. Mary _____ Susan are my good friends.
2. The little girl is cute _____ sweet.
3. Mr Lam has two sons _____ two daughters.

4. It is very stuffy _____ the door isn't closed.
5. Karen likes music _____ she is not good at it.
6. I like reading detective fiction _____ science fiction.
7. Jenson can say English _____ he can't write it.
8. I am tired _____ I can't go sleep.
9. Sam enjoys playing guitar _____ he doesn't know how to play piano.

Exercise 2

Join the following pairs of sentences using ***and*** or ***but***.

1. Mary is a science student. She lacks logical thinking.

2. Linda is cheerful. She is always helpful.

3. Mandy has studied French for a year. She cannot write French correctly.

4. Alex is very lazy. He is clever enough to get good results.

5. The restaurant has a nice decor. It has excellent food.

6. Today is his birthday. He is not happy.

7. Derek has a test tomorrow. He has not started studying yet.

Exercise 3

There is one mistake in each sentence. Underline it and make corrections above the mistake.

1. Patrick is good at Mathematics and not the best in class.
2. Martha enjoys writing songs and she doesn't sing.
3. Cindy, Jenny but Susan are good friends.
4. Kenji was born in Canada and he doesn't speak English.
5. Mr Dubois is a school teacher but so is his wife.
6. Jason can drive and he doesn't have a car.
7. My grandma is 85 years old but she is very ill.
8. Dino is a member of the Science Club but the Reading Club.
9. Kathy but Ted came to the party together.

2. When & While

We use both **when** and **while** to introduce *adverbial clauses of time*. They mean **during the time** that and indicate that something is or was happening when something else occurred.

Examples:

*The prisoners escaped **when / while** the prison warders were eating their lunch.*

***When / While** the prison warders were eating their lunch, the prisoners escaped.*

➤ when not while

We use **when**, not *while*, to talk about *something that occurs at the same time as a longer action or event that is described in the main clause*.

Examples:

*I was asleep in my chair **when Dora rang** to say she wasn't coming home.*

*We were playing Monopoly **when the lights went off**.*

We also use **when**, not *while*, to talk about *one event that happens immediately after another and to talk about periods of time in the past*.

Examples:

***When the lights went out**, everybody groaned, "Oh no, not another power cut!"*

***When I was a little boy**, power cuts were very frequent, but that was just after the war.*

➤ while not when

We often prefer **while** to *when* to describe the longer action of two events or to talk about two longer actions that go on simultaneously.

Examples:

*Dora **was still in traffic** while **the show was on**.*

*While I **was writing my Christmas cards**, the children **were decorating the tree**.*

*I **was cooking the supper** while Jenny **was doing the washing**.*

Exercise 4

Rearrange the following words into their correct order by using '**when**' or '**while**' as indicated. Add punctuation where necessary.

e.g.: doctor / I / a / am / see / sick / . (when)

I see a doctor when I am sick.

1. heat / it / we / ice / melts / . (when)

2. talk / am / don't / teaching / I / . (while)

3. hungry / the / feels / cries / baby / he / . (when)

4. teacher / any / ask / problems / your / you / can / have / for help / you / . (when)

5. careful / cross / you / the / should / road / be / you / . (when)

Exercise 5

Rearrange the following words into their correct order. Add punctuation where necessary.

e.g.: leave / the light / turn / off / when / please / you / .

When you leave, please turn off the light.

1. called / I / a shower / me / when / last night / was taking / you / .

2. others / people / some / are singing / are dancing / while / .

3. talk / drivers / them / when / should not / you / to / are driving / .

4. yesterday / heavily / went out / they / it / when / was raining / .

5. home / while / on / his parents / the / phone / was / David / talking / came / .

6. were studying / games / while / her / computer / Karen / was playing / brothers

7. any / have / when / call / problems / please / you / computer / your / with /
Terence / .

Exercise 6

Match the sentence fragments in Column A with those in Column B. Write the letter in the brackets only. Besides, fill in the blanks of Column B with the correct forms of the verbs given in the table below.

<i>feel</i>	<i>talk</i>	<i>ring</i>	<i>sleep</i>	<i>finish</i>
<i>be</i>	<i>read</i>	<i>have</i>	<i>turn</i>	<i>talk</i>

Column A		Column B
1. Please switch off the radio	()	a. when the bell _____ .
2. When you leave,	()	b. when I _____ time.
3. Eric cries	()	c. when he _____ sad.
4. The teacher will dismiss the class	()	d. when I _____ my novel.
5. Someone broke into our flat	()	e. while we _____ last night.
6. Dogs bark	()	f. when you _____ your test paper.
7. We should be polite	()	g. while the teacher _____ .
8. The students are chatting	()	h. please _____ off the light.
9. I do voluntary work	()	i. when they _____ angry.
10. Please raise your hand	()	j. when we _____ to our teachers.

3. So & Such

We use **so** and **such** to emphasise something that we are talking about.

Examples:

You are kind. You are **so** kind. (= *very kind*)

Jim's tall. He's **such** a tall person.

- The following patterns with **so** are *common*.

- **so + adjective**

Examples:

I feel **so good** today.

The weather's **so nice**.

He's **so young**.

- **so + adverb**

Examples:

Everything happened **so quickly**.

Why are you leaving **so soon**?

- few expressions as follows: **so many / so much / so few / so little**

Examples:

There are **so many** wonderful shops here!

We had **so little** time.

I know **so few** people.

There's **so much** to do!

- The following patterns with **such** are *different*.

- ***such + a/an (+ adjective) + singular noun***

Examples:

Henry is **such a sweet** person.

The dog made **such a mess**!

- ***such (+ adjective) + uncountable noun***

Examples:

I've never had **such good advice**.

This is **such boring homework**.

- ***such (+ adjective) + plural noun***

Examples:

He paints **such beautiful pictures**.

- You use **so ... + that** or **such ... + that** to talk about a *result*.

Examples:

It was **so good that** we stayed at home.

The train was **so crowded that** we couldn't move.

It is **such a long book that** I couldn't finish it.

Exercise 7

Change the sentences using **such** and the word in brackets making any necessary changes.

e.g.: I didn't know their house was so big. (place)

I didn't know their house was such a big place.

1. Why were you in the shop for so long? (time)

2. I really like Sue. She's so nice. (person)

3. I can never hear him. He speaks so quietly. (in ... voice)

4. We saw you driving your BMW yesterday. It looks so powerful. (car)

5. Have you heard the new REM album? It's so good. (CD)

Exercise 8

Complete the sentences using **so** or **such**.

1. It's _____ kind of you to come and help me.

2. I've never stayed in _____ a comfortable hotel.

3. It's _____ a pity you can't come to our party.

4. There were _____ many people in the queue that we decided not to go to the cinema after all.

5. The room was in _____ a mess after the party.

6. No one had ever seen Mark look _____ worried.

7. Why are you driving _____ fast?
8. Have you ever heard of _____ a ridiculous story?
9. We had _____ fantastic weather that we were on the beach every day!
10. 'That's _____ a wonderful thing to hear!'

Exercise 9

Check if these sentences are correct or wrong. Correct any mistakes. Leave it blank for correct sentences.

1. The Smiths are so nice people.

2. You look so young in those clothes.

3. Thanks for the party. We had such good time.

4. It was such a boring film that we fell asleep.

5. He was driving so fast that he didn't notice the police car.

6. Bob's an expert. He knows such much about computers.

II. Writing Letter of Invitation

1. How to Write a Warm and Friendly Invitation Letter?

- **The tone of an invitation should be always positive**, in anticipation of a pleasurable occasion. Picture your guests smiling when they read your letter of invitation. Clever phrasing, poetry or a themed approach may be appropriate for an informal occasion, but you should express the details clearly.
- **Extend the invitation**, naming the event and including the date, time, and place. If the event has a special purpose, such as honouring someone or celebrating an anniversary, state this.
- **Indicate if a gift is not expected** if the event is a retirement, an anniversary, or a reception. If a gift is welcome, it is usually best to say nothing, except in the case of bridal or baby showers.
- **Indicate the appropriate dress**, if there is any reason for question.
- **Express anticipation.**
- **Ask for a response by a specific date.**
- **Try to send your invitation letter two weeks or more in advance.**

2. Contents of Invitation Letter

- The name of the person sponsoring the event (who is the host / hostess?)
- Exactly who is invited (can someone bring a guest, spouse, child?)
- What type of social event is being held
- The date, address, and time of the event
- Directions or a simple map if the location may be difficult to find
- What type of dress is appropriate or preferred
- The phone number and deadline to reply; precede these facts with “RSVP” (French abbreviation for “please reply”).

Exercise 10

You are Amy Chow, the Chairperson of the student union. Your school would like to invite Mr. SHUN Chi Ming, who is the director of the Hong Kong Observatory, to give your school a seminar on the topic of global warming. The seminar will be held during the Eco-friendly week. Please write the invitation letter within 180 words.

[illegible]

S2 English Class Intensive

Lesson 25: Revision of Tense & Practice

Lesson Outline

- I. Revision of Tense & Practice
 - Simple Present Tense
 - Present Continuous Tense
 - Simple Past Tense
 - Past Continuous Tense
 - Present Perfect Tense
 - Past Perfect Tense
 - Simple Future Tense: Will & Going To

I. Revision of Tense & Practice

➤ Simple Present Tense

1. Form

Type	Form	Examples
+ve	verb / verb + e(s)	He plays tennis.
-ve	do / does not + verb	She doesn't play tennis.
?	do / does ... + verb + ?	Do you play tennis?

2. Usage

- To describe a habit or a repeated action.

Examples:

I **get** up really early and practice for an hour every day.

Note: Present Tense can be used *after the time adverbials*, such as, ***always, generally, normally, usually, often, sometimes, rarely, never, every day, every evening***, etc.

- To tell a general truth.

Examples:

If you heat water to 100 Degrees Celsius, it **boils**.

- To give an instruction.

Examples:

You **go** down to the traffic lights, then you **turn** left.

➤ Present Continuous Tense

1. Form

Type	Form	Examples
+ve	am / is / are + verb + ing	He's living in Thailand.
-ve	am / is / are not + verb + ing	I'm not living in Thailand.
?	am / is / are ... + verb + ing + ?	Are they living in Thailand?

2. Usage

- To talk about the action happening at the time of speaking.

Examples:

I'm **waiting** for my friends.

- To describe the current situation.

Examples:

My cousin **is living** in Thailand *at the moment*.

Note: There are some *common time adverbials*, including **at the moment**, **currently**, **now**, etc.

➤ Simple Past Tense

1. Form

<i>Type</i>	<i>Form</i>	<i>Examples</i>
+ve	verb + -ed (or-d)	He worked for the police.
-ve	did not + verb	She didn't work for the police.
?	did ... + verb + ?	Did they work for the police?

2. Usage

- To describe a past action, usually the time is mentioned.

Examples:

A few weeks ago a woman **called** to report a robbery at her house.

- To describe a series of past actions.

Examples:

The burglar **came** in through the front door, **picked** up the woman's handbag, **emptied** it out and **stole** her purse.

➤ Past Continuous Tense

1. Form

<i>Type</i>	<i>Form</i>	<i>Examples</i>
+ve	was / were + verb + ing	She was watching the news.
-ve	was / were not + verb + ing	They weren't watching the news.
?	was / were ... + verb + ing + ?	Were you watching the news?

2. Usage

- To describe a past action over a period of time. Often the past continuous is mixed with the past simple to show what was happening when something happened. The past continuous refers to the longer event and the simple past to the event that interrupted it.

Examples:

When I **was driving** to work, I **crashed** my car.

➤ Present Perfect Tense

1. Form

Type	Form	Examples
+ve	have / has + past participle	She's started the assignment.
-ve	have / has not + past participle	I haven't started the assignment.
?	have / has ... + past participle + ?	Have you started the assignment?

2. Usage

- To talk about a past time, which has very strong meaning for the present.

Examples:

Where's Jane? She **has gone out**. She should be back in an hour.

- To discuss events that have just been completed at the moment of speaking.

Examples:

Have you done your homework? Yes, I've just **finished** it

- To refer to something which started earlier and is still going on now.

Examples:

We are soulmates. We **have been** best friends since we were eight years old.

Mr. Lee **has driven** a bus for 10 years. He is professional.

➤ Past Perfect Tense

1. Form

Type	Form	Examples
+ve	had + past participle	She'd started the assignment.
-ve	had not + past participle	I hadn't started the assignment.
?	had ... + past participle + ?	Had you started the assignment?

2. Usage

- To talk about something which happened earlier and has an effect on the time you are talking about (when you are talking about past time).

Examples:

I didn't go to the film with my wife because I **had already** seen it.

John wasn't at work because he **had had** a bad accident.

- To refer to something which had happened very recently.

Examples:

It was July. Karen **had** just **passed** her exams.

I was feeling very tired because I **had** just **finished** work.

- To refer to something which started earlier and was still going on at the time you are talking about.

Examples:

I knew London very well. I **had lived** there for five years.

He was her closest friend. He **had known** her since they were children.

➤ Simple Future Tense: Will & Going To

1. Form

Type	Form	Examples
+ve	will + base verb	She will start the assignment.
-ve	will not + base verb	I will not start the assignment.
?	will + base verb + ?	Will you start the assignment?

Type	Form	Examples
+ve	is / am / are + going to + base verb	She is going to start the assignment.
-ve	is / am / are + not + going to + base verb	I am not going to start the assignment.
?	Is / Am / Are + going to + base verb + ?	Are you going to start the assignment?

2. Usage

- Use **will** or **going to** when you are predicting what will happen.

Examples:

The weather tomorrow **will not be** warm and sunny. I think it **is going to rain**.

Will

- To talk about a plan.

Examples:

Ken lives near here. I think I **will go** and see him.

A: Did you know it's Winnie's birthday? B: Really? Thanks. I **will send** her a card.

- To talk about a promise or an offer you are making.

Examples:

I **will ring** you later tonight.

I **will come** round and help you later.

Going To

- To talk about a foreseeable action. (more likely to happen)

Examples:

I am staying home tonight. I **am going to do** some work.

She **is going to write** you a letter.

They **are going to drop** in and see us.

- To talk about facts or events in the present situation with the meaning that something is likely to happen in future.

Examples:

I just missed the bus! Oh no! I **am going to be** late.

Look at the black cloud over there. It **is going to rain**.

- To give a warning when something is clearly going to happen very soon.

Examples:

Watch out! We **are going to crash**!

Be careful! You **are going to drop** those glasses.

Exercise 1

Complete the following sentences using the ***simple past tense***, ***past continuous tense*** or ***past perfect tense*** of the verbs given in brackets.

1. We _____ (have) a picnic when it _____
(rain).
2. Bonnie _____ (live) in Canada when she
_____ (give) birth to her baby.
3. When Mary _____ (arrive), they
_____ (talk) about her.
4. I _____ (have) dinner when the phone
_____ (ring).
5. John _____ (walk) along the street when he
_____ (see) the traffic accident.
6. Samantha _____ (bump into) Sally when she
_____ (talk) on her mobile phone.
7. May _____ (do) her homework when her friends
_____ (visit) her.
8. Mum _____ (cook) dinner when I _____
(get) home yesterday.
9. I _____ (watch) a horror movie when suddenly all the
lights _____ (go) out.
10. Amanda and her husband _____ (watch) TV when
someone _____ (knock) on the door.
11. I _____ (go) home as soon as I _____
(finish) work last night.

12. Last Monday was New Year Eve. Everybody _____ (go) out for the day. There _____ (be) nobody at home.
13. Bill _____ (live) in London ever since he _____ (be) a boy.
14. This morning, after I _____ (finish) my meal, I _____ (order) a cup of coffee.
15. He _____ (feel) awful now. He _____ (catch) a bad cold.
16. He _____ (return) the book back after he _____ (read) it two days ago.

Exercise 2

Complete the text using the verbs given in **simple past tense** or **past continuous tense**.

<i>shop</i>	<i>need</i>	<i>find out</i>	<i>be</i>
<i>surprise</i>	<i>know</i>	<i>come</i>	<i>wear</i>
<i>see</i>	<i>play</i>	<i>walk</i>	<i>be</i>

- The other day, I 1. _____ something that
2. _____ me while I 3. _____ in the city centre.
- I 4. _____ down the High Street when someone I
5. _____ 6. _____ out from a very expensive clothes shop. The surprising thing 7. _____ that she
8. _____ terrible old jeans and a dirty T-shirt.
- Later on I 9. _____ that those were the clothes she
10. _____ for her job: she 11. _____ an actress who 12. _____ the part of a punk in a new film!

Exercise 3

Complete the dialogues using ***will*** or ***going to***.

Dialogue 1

A: Dad, (1)_____ (you / lend) me the car next week? Annette and Andy (2)_____ (have) a party and they've invited me.

B: I'm sorry, you mother and I (3)_____ (see) that new film at the Odeon. We probably (4)_____ (not / get back) until 10 o'clock.

Dialogue 2

A: What (5)_____ (you / do) this summer?

B: We haven't decided yet. Perhaps we (6)_____ (share) a house with my parents in the Lake District. They (7)_____ (borrow) a cottage from some friends for a few weeks.

A: (8)_____ (be / there) enough room for you and the children?

B: Oh no. The children (9)_____ (not / come). They (10)_____ (take) a trip to Singapore. They (11)_____ (stay) with Andrew's brother for a month.

A: That (12)_____ (be) exciting. I'm sure they (13)_____ (have) a wonderful time.

Exercise 4

Complete the sentences with the most appropriate form of verbs.

1. We _____ (live) in England for nearly five years now. We came here when I _____ (be) ten years old.
2. Can you be quiet please? I _____ (try) to listen to the radio.
3. Janet's not at home. She _____ just _____ (go) to school.
She _____ (go) out ten minutes ago.
4. Jim was very tired when he _____ (get) home.
He _____ (travel) for over eight hours.
5. It was ten o'clock and I still _____ (not finish) my homework.
6. It _____ (be) my birthday today.
7. We are going to be late if we _____ (not hurry).
8. I met your brother the other day while I _____ (wait) for the bus.
9. We _____ (go) to London for our holidays next year.
10. I _____ (not play) football since I _____
(break) my leg six weeks ago.
11. I _____ (learn) Greek ten years ago while I
_____ (work) in Athens.
12. I _____ (telephone) Bill as soon as I
_____ (get) home this evening.
13. It was 11 o'clock and we _____ just _____ (go) to bed when the telephone _____ (ring).
14. I _____ (see) that word before but I
_____ (not remember) what it means now.
15. My grandfather _____ (use to live) here in the past.

Exercise 5

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

My friend Helena (1)_____ (move) to our city on the south coast last year. Before she (2)_____ (come) here, she (3)_____ (go) abroad for four months because she (4)_____ (finish) with her boyfriend and (5)_____ (want) to get out of London. She was worried that there (6)_____ (will be) nothing to do, but she (7)_____ (be) totally wrong.

There (8)_____ (be) several brilliant theatres and lots of restaurants and clubs. Also, she (9)_____ (find) that everything (10)_____ (be) much cheaper, and she (11)_____ (make) a lot of friends here.

In fact, she (12)_____ (go) on holiday with a group of new friends next month.

Exercise 6

You and your friend took part in a green talk last week. Your friend is writing a blog entry about the talk. Complete it using the most appropriate forms of the verbs given in brackets. The first one has been done for you as an example.

I (1) attended (attend) a green talk with my friend last Friday. The speaker (2) _____ (work) at Green Peace for many years before he changed to a green lifestyle. He (3) _____ (not / turn) on the air conditioners in the hall, and had opened the window before we took our seats. 'Everyone can contribute to the environment, for example, by (4) _____ (turn) off the air conditioner and letting in fresh air,' he explained. We didn't mind too much but some of the audience (5) _____ (not / be) happy about his decision. They felt hot and many (6) _____ (leave) before the talk ended.

After the talk, the speaker (7) _____ (stop) to talk to us. 'I (8) _____ (lead) a green life for many years. I find it satisfying to save energy and the earth's resources,' he (9) _____ (say). After that, he walked to the lift. We decided (10) _____ (not / ask) why he (11) _____ (not use) the stairs.

Exercise 7

Fill in the blanks using the **active** or **passive voice** and the most appropriate tense of the verbs in brackets. The first one has been done for you as an example.

Dear Janice,

How are you? How was your holiday? In the summer, my family and I (1)**visited** (visit) Leeds Castle in England. Leeds Castle (2)_____ (build) in 1119 by Richard de Crevecoeur and the castle (3)_____ (become) a royal palace in 1278.

In 1926, Leeds Castle (4)_____ (buy) by Lady Baillie, the last private owner. The castle (5)_____ (open) to the public in 1976. The Government (6)_____ (take) over the castle and (7)_____ (turn) it into a major tourist attraction. Guided tours (8)_____ (be) available to introduce the history of the castle.

We (9)_____ (surprise) by the magnificence of the castle and (10)_____ (take) a lot of pictures. Attached please (11)_____ (find) some pictures of Leeds Castle. Hope you like it.

Write back soon.

Cheers,
Joseph

S2 English Class Intensive

Lesson 26: Reading Comprehension & Word Formation

Lesson Outline

- I. Reading Comprehension*
- II. Word Formation*
 - *Prefixes*
 - *Suffixes*

I. Reading Comprehension

Reading Comprehension Practice (1)

An old owl

An old owl lived in a forest. Many animals in the forest often told him their problems. He always tried to help them.

One day a little bird came to him. "Oh! I am very sad," she cried. "I don't want to be a bird."

"Why not?" asked the owl.

"I'm so weak and useless! I'm not as strong as a lion."

The owl said something to the poor bird. At once she stopped crying and flew away.

A week later, the bird came to the owl again.

"Oh, thank you, Mr. Owl," she said happily. "I did what you told me to do. Every day I sat on the tallest tree and watched out for tigers and lions. When I saw them coming, I shouted loudly to the other animals. As soon as they heard me, they ran and hid themselves. They are very grateful to me and I feel very important!"

The owl said, "No one in this world, however small and weak, is useless!"

Exercise 1

Answer the questions in ***complete sentences***.

1. What did the owl do when the animals told the owl their problems?

2. Why was the little bird unhappy?

3. What did the owl tell the little bird to do?

4. What did the other animals do when they heard the little bird shouting at them?

5. What can we learn from this story?

Reading Comprehension Practice (2)

You are Thompson. This is the letter you got from Linda yesterday. Read the letter and then complete the conversation between you and Ann.

Dear Thompson,

Sorry for not answering your letter earlier. My mother visited me last week. Every day I had to take her on sightseeing trips. After I had reached home, I was too tired to do anything but go straight to bed after dinner.

I'm doing fine at school. I had difficulty with my English at first, but now I can communicate with my teachers and classmates well.

Tony came to see me yesterday. He looks great. In fact I think he has put on a little weight. He says he's moving to a new apartment next week and will tell you his new address once he has settled down.

It's been raining for days here. Does it often rain in Hong Kong?

I must go now. Write to me soon.

Best wishes,

Linda

Exercise 2

Read the letter and then complete the conversation between you and Ann.

Ann: I haven't heard from Linda for a long time. I wonder how she's doing.

You: Well, I (1)_____ yesterday.

Ann: You did? How's she doing?

You: She's fine.

Ann: Why didn't she write earlier?

You: She said that (2)_____ and (3)_____. This made her feel tired, and so she didn't feel like writing any letters after dinner.

Ann: How's she doing at school? Very well, I hope.

You: Yes, she told me (4)_____ but then (5)_____.

Ann: What else did she say?

You: She said Tony (6)_____ the day before she wrote the letter.

Ann: Tony? How's he?

You: He's fine. Linda said he (7)_____. By the way, Linda told me Tony was (8)_____ to a new apartment. He promised (9)_____ as soon as he has settled down.

Ann: I hope he remembers. Did Linda mention the weather?

You: Yes, she said (10)_____.

Reading Comprehension Practice (3)

Careless Michael

Michael met two friends in the street. "Come to my flat," he said. "You can see the view of the whole city from my flat."

His two friends were very happy. They went with Michael to the building where he lived on the twenty-eighth floor.

When they arrived, the lift was out of order. "I'm sorry," Michael said. "Shall we walk upstairs?"

"But it's twenty-eighth floors!" they said. "We'll talk as we walk up the stairs," Michael said. "We can tell jokes. It'll be easy for us!"

His friends agreed and they started to climb the stairs. At last they reached the twenty-eighth floor and were standing outside the door of Michael's flat. Michael looked for the key in his pocket. It wasn't there. Then he remembered that it was in his car.

Exercise 3

Fill in the blanks by using words from the passage.

One day, Michael met two friends in the (1)_____. He asked them to come to his (2)_____. He said the view of his home was very beautiful. His friends were very (3)_____ but when they arrived, the lift was out of order. Michael said they could walk upstairs. Then they climbed up to the (4)_____ floors! However, Michael found that he left his (5)_____ in his car!

II. Words Formation

There are certain **prefixes** (*syllables put at the beginning of words*) and **suffixes** (*syllables put at the end of words*) which are used to form new words. However, there are no certain rules to follow one word from another.

Prefixes

➤ Common Prefixes, Meanings & Examples

<i>Prefix</i>	<i>Meaning</i>	<i>Example</i>		<i>Prefix</i>	<i>Meaning</i>	<i>Example</i>
anti-	against	antinuclear		pre-	before	prejudge
bi-	two	bilingual		pro-	in favour of	pro-American
co-	with	cooperation		re-	again	rearrange
de-	acting against	decomposition		semi-	half	semicircle
ex-	before, former	ex-general		sub-	under	subconscious
inter-	between	intermediate		super-	above	supernatural
mono-	one	monolingual		trans-	across	transatlantic
non-	not	non-stop		tri-	three	tricycle
over-	too much	overeat		under-	not enough	underestimate
post-	after	postgraduate		uni-	one	unicycle

➤ Prefixes: Opposite State / Process

There are certain prefixes which mean **not** or show an **opposite state or process**.

<i>Prefix</i>	<i>Example</i>	<i>Prefix</i>	<i>Example</i>
un-	un believable	im-	im possible
ir- (before r)	ir resistible	il- (before l)	il legal
in-	in competent	dis-	dis agree
mal-	mal function		

Suffixes

➤ Common Prefixes, Meanings & Examples

<i>Suffix</i>	<i>Meaning</i>	<i>Example</i>	<i>Suffix</i>	<i>Meaning</i>	<i>Example</i>
-ful	with ; show quantity	care ful spoon ful	-ish	with the quality rather	child ish small ish
-able	with the quality	bear able	-ive	with the quality	decis ive
-less	without	care less	-proof	safe against	water proof
-er (active meaning)	person	employ er	-ee (passive meaning)	person	employ ee
* Make spelling changes at the end of nouns of verbs					
-ar	person	li ar (lie)	-er	person	rob ber (rob)
-or	person	creat or (create)	-ist	person	typ ist (type)
-ian	person	music ian (music)			

➤ Nouns Formed From Verbs

<i>Suffix</i>	<i>Verb</i>	<i>Noun</i>		<i>Suffix</i>	<i>Verb</i>	<i>Noun</i>
-age	break	break age		-al	propose	proposal
-ance	annoy	annoy ance		-ation	organise	organisat ion
-ence	prefer	prefer ence		-ion	confuse	confus ion
-ment	amuse	amuse ment		-sion	suspend	suspens ion
-sis	analyse	analys is		-tion	direct	direct ion
-y	perjure	perjur y				

➤ Nouns Formed From Adjectives

<i>Suffix</i>	<i>Adjective</i>	<i>Noun</i>		<i>Suffix</i>	<i>Adjective</i>	<i>Noun</i>
-ance	tolerant	toler ance		-cy	fluent	fluenc y
-ence	obedient	obedi ence		-ion	desperate	desperat ion
-iness	happy	happi ness		-ity	popular	popular ity
-ment	content	content ment		-ty	royal	royalt y
-y	honest	honest y				

➤ Verbs Formed From Adjectives / Nouns

<i>Suffix</i>	<i>Adjective</i>	<i>Verb</i>		<i>Suffix</i>	<i>Nouns</i>	<i>Verb</i>
-en	dark	dark en		-en	fright	fright en

Exercise 4

Make nouns from the words below. More than one answer is accepted.

1. employ		2. post	
3. except		4. expand	
5. accept		6. publish	
7. develop		8. combine	
9. drive		10. inspire	
11. instruct		12. portray	
13. translate		14. injure	
15. refer		16. apologise	
17. examine		18. pollute	
19. judge		20. use	
21. lonely		22. reluctant	
23. excellent		24. intelligent	
25. accurate		26. excited	
27. fragile		28. regular	
29. stupid		30. isolate	

Exercise 5

Add the most appropriate prefixes to the beginning of words. You may find some of the words from the notes. An example has been done for you.

1. The (e.g.) anti- **government** protesters marched to the parliament.
2. John _____ **slept** and was late for work.
3. Many people who wanted tickets were disappointed because the organisers _____ **estimated** the singer's popularity.
4. He is taking a _____ **atlantic** flight from London to New York.
5. When the ambulance came, the man was _____ **conscious** after being knocked down by a car.
6. The _____ **president** of the United States was honoured at a ceremony, five years after he resigned.
7. People who can only speak their own language are called _____ **lingual**.
8. Superman is a comic strip character who has _____ **human** strength.
9. There were violent scenes as _____ **government** and anti-government demonstrators fought outside parliament.
10. _____ **racial** fighting between the two minorities had led to civil war in the country.
11. John left his job because he was _____ **able** to deal with such a large amount of work.
12. The two countries _____ **operated** to prevent the shipment of drugs from one to the other.
13. That child looks very thin. I think he must be _____ **fed**.
14. Don't _____ **feed** the dog or it'll get fat.
15. The media gave her so much attention she became a _____ **star** overnight.

16. He never goes out or talks to people; he's so _____ **social**.
17. Tom knew the information was somewhere in his _____ **conscious**, but he couldn't remember it.
18. I always find the day after Christmas an _____ **climax**.
19. The man had to _____ **apply** the paint because the first coat wasn't sufficient.
20. Ghandi achieved a lot through _____ **violent** action.
21. The neighbouring tribes found it difficult to _____ **exist** peacefully.
22. We caught the _____ **continental** train from Paris to Istanbul.
23. As these programmes are _____ **changeable**, they can be used with any computer system.
24. We weren't allowed onto the ferry because it had been _____ **booked**.

Exercise 6

Fill in the right form of the words in brackets. Make changes to the spelling where necessary. An example has been done for you.

The (1) length (long) of the journey was beginning to cause a lot of (2) _____ (frustrate) for everyone involved. Unfortunately, father got the blame, as he had been responsible for the (3) _____ (organise) of the trip. (4) _____ (impatient) had begun to set in when we realised we'd been given the wrong (5) _____ (direct) by a well-meaning pedestrian. What is more, father's (6) _____ (popular) was not (7) _____ (increase) by his (8) _____ (insist) that we stop every hour or so to observe the scenery.

The trip to France, he's said, would (9) _____ (broad) our horizons and provide us with both (10) _____ (amuse) and (11) _____ (educate). However, in (12) _____ (real), it turned out to be to an (13) _____ (bear) waste of time and effort. It was then that we made the (14) _____ (decide) never to listen to one of father's (15) _____ (propose) again.