

- Look at the pictures. What everyday difficulties do you think this person faces?
- Skim the text. Who is it about and what aspects of his life will you read about?

Every age has its famous scientists: Galileo, Darwin and Einstein are a few. Who do you think is the most famous scientist of our time? Many say that it's this person ...



Text 1

# Incredible life, Incredible mind



**1** British physicist Stephen Hawking is probably the best-known scientist in the world today. He's developed new theories about black holes and the beginning of the universe. He's written best-sellers that help the general public to understand the complex world of modern physics. He's even become a television star. What's more, he overcame serious  
5 disabilities to do it all.

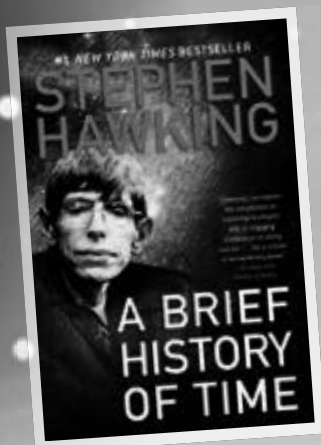
**2** Born in Oxford, England in 1942, Hawking was a bright schoolboy who found classwork easy. His classmates called him 'Einstein'. At seventeen, he entered the University of Oxford where he studied Physics. It was during this time that he began having trouble walking.

10 **3** After graduating from Oxford, he went to the University of Cambridge to study for a PhD. Meanwhile his walking problem had worsened. In 1963, when he finally got medical help, he received some terrible news. The doctors told him that he had an incurable disease.



**4** At first, people suffering from that disease have  
 15 difficulty moving. Then moving or speaking gradually  
 becomes impossible. Eventually they cannot even  
 breathe by themselves. Doctors in 1963 believed that  
 Hawking had only a few years to live.

**5** Hawking was very sad at first, but when he realised that he still had things to do, he was  
 20 determined to carry on. He wanted to earn his PhD and he had recently met a fellow student, Jane  
 Wilde, who would later become his wife. When they got engaged a year later, he felt that it gave him  
 'something to live for'.



**6** Hawking's work, particularly on black holes, has changed the way we think  
 about the universe. Before that, scientists had believed that nothing came out of a  
 25 black hole. Then Hawking showed that black holes must give off radiation. It is now  
 known as Hawking Radiation. When Hawking wrote his 1988 book *A Brief History  
 of Time*, he explained some of the most difficult concepts in Physics clearly and in a  
 humorous way. It became a best-seller and brought science to a wider audience.

**7** Nowadays, Hawking moves around in a wheelchair and needs special  
 30 equipment to help him speak. Though he has achieved much, he is still ambitious.  
 He is passionate about the environment and supports research on ways to live in  
 space. 'My goal is simple,' he says. 'It is complete understanding of the universe,  
 why it is as it is and why it exists  
 at all.' If anyone can figure that  
 35 out, he can.



Hawking takes a space flight at age 65.

## Check your understanding

**A** Answer the questions using information from Text 1. For multiple-choice questions, blacken one circle only.



1 What type of scientist is Stephen Hawking? \_\_\_\_\_

2 Which of the following is NOT a reason why Hawking is famous?

- A his best-selling books
- B his popularity on TV
- C his recovery from illness
- D his scientific theories

**A** **B** **C** **D**  
☐ ☐ ☐ ☐



3 Why do you think the writer uses the phrase 'What's more' (line 4)?

\_\_\_\_\_

\_\_\_\_\_



4 Did Hawking's schoolmates think he was clever? Give a reason for your answer.

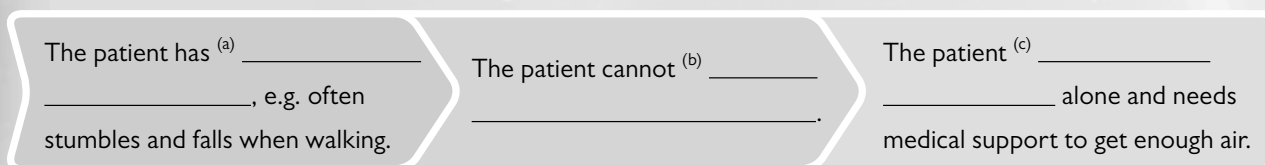
\_\_\_\_\_

5 While Hawking was at university, his physical condition \_\_\_\_\_.

- A affected his studies
- B became worse
- C remained the same
- D worried him at first

**A** **B** **C** **D**  
☐ ☐ ☐ ☐

6 Complete the chart to show what happens to a patient with the disease mentioned in paragraph 4.



7 According to paragraph 5, what gave Hawking 'something to live for' (line 22)?

\_\_\_\_\_



8 Decide whether the following statements about paragraph 6 are True, False or if the information is Not Given.

- a) People have a different view of the universe because of Hawking.
- b) Hawking proved that nothing comes out of a black hole.
- c) *A Brief History of Time* is read only by scientists.

**T** **F** **NG**  
☐ ☐ ☐  
☐ ☐ ☐  
☐ ☐ ☐



9 What does 'It' (line 28) refer to?

---



10 What is Hawking's goal? Do you think the writer believes it is possible?

---

**B** Proofread the following paragraph about Stephen Hawking using information from Text 1. There are six mistakes in it. Underline each incorrect word and write the correct word above it.

Scientist Stephen Hawking was born in 1942. As a boy, he did poorly at school. Later, he went to study at both the University of Oxford and the University of Cambridge. While at Oxford, he learnt that he had a serious disease for which there is a cure. His doctors told him that he would only live a few more months. However, Hawking lived a long life and did important work on black holes and also wrote a best-selling  
5 film about physics. Today he is not only interested in black holes and space, but also the economy.

### THINK!

Do you think Hawking would be as famous if he did not have disabilities? Why or why not?

Is it important that scientific ideas are made easy enough for ordinary people to understand? Why or why not?



**C** Find words from Text 1 that have the following meanings.

1	succeeded in handling or controlling a serious problem (paragraph 1)	
2	clever and able to learn things quickly (paragraph 2)	
3	having such a strong desire to do something that you do not let anyone or anything stop you (paragraph 5)	
4	wanting to be successful or to achieve a lot (paragraph 7)	
5	believing or liking something very strongly (paragraph 7)	

Which of the words above can be used to describe people's character? Write them below.

---



- Look at the photos, title and subheadings. What do you expect to read about in the text?

- Scan the text. What type of work did Rosalind Franklin do?

*People who do important work do not always become famous. Read about a brilliant scientist who deserves more attention for her work.*



Text 2

# Rosalind Franklin and DNA



Franklin was born in 1920 in London.



DNA's structure looks like a twisted ladder.

1 The discovery of the structure of DNA is one of the most important scientific advances in history. The knowledge has helped doctors to treat diseases and the police to solve crimes.

2 Although DNA was first discovered in 1869, scientists did not understand  
5 it well. In the early 1950s, there was a race between an American and a British team to be the first to discover its structure. However, another key player in the race was Rosalind Franklin, a chemist at King's College London.

3 Franklin earned her PhD in Physical Chemistry in 1945. In 1951, while she was photographing molecules at King's College, she made an important discovery — one  
10 of her X-ray pictures, Photograph 51, showed the structure of DNA.

## The credit argument

4 However, without Franklin's knowledge, a colleague at King's College showed a copy of Photograph 51 to James Watson, a scientist in the British team. When he saw it, Watson knew that the photo held the answer.

15 5 To beat the American team, Watson and his partner quickly published their model of DNA using information they got from Photograph 51. Later, in 1962, they won a Nobel Prize for their work. Meanwhile Franklin's work was mostly forgotten.

6 Why did Franklin not receive credit as well? Some of her colleagues said that she got on poorly with others. Others have said that Franklin was not treated fairly  
20 because she was a woman.



## Franklin's final years

7 Franklin left King's College in 1953 for another laboratory, where she did important research on viruses. Unfortunately, her career was short. She died at the age of 37.

- 25 8 Was she wronged by her fellow scientists? We cannot be sure. However, it is certain that Rosalind Franklin was an incredible scientist and she is finally getting the recognition she deserves.

“

**Science and everyday life cannot and should not be separated.**”

— Rosalind Franklin

## Check your understanding

**A** Answer the questions using information from Text 2. For multiple-choice questions, blacken one circle only.

- 1 What discovery did Rosalind Franklin play a part in? \_\_\_\_\_



- 2 How did Franklin play a part in this discovery?

She took an <sup>(a)</sup> \_\_\_\_\_ that showed <sup>(b)</sup> \_\_\_\_\_.

- 3 The main purpose of paragraph 1 is to \_\_\_\_.

- A give examples of people who use DNA in their work  
 B introduce important scientific advances in history  
 C introduce the different types of work that Franklin did  
 D show the importance of the discovery that Franklin played a part in

A B C D  
☐ ☐ ☐ ☐



- 4 What was the 'race' (line 5) described in paragraph 2?

\_\_\_\_\_  
 \_\_\_\_\_



- 5 Which phrase in paragraph 2 means 'important participant'? \_\_\_\_\_

- 6 a) In paragraph 4, what did Franklin's colleague do without letting Franklin know?

\_\_\_\_\_

- b) How did this action help Watson and his partner?

\_\_\_\_\_  
 \_\_\_\_\_

- 7 Complete the following sentence about the credit argument in paragraphs 4 and 5.

The credit argument is that even though it was Franklin who made the discovery, the part she played was

(a) \_\_\_\_\_, whereas Watson and his partner received a (b) \_\_\_\_\_.

8 Decide whether the following statements are True, False or if the information is Not Given.

- |  | <b>T</b>              | <b>F</b>              | <b>NG</b>             |
|--|-----------------------|-----------------------|-----------------------|
| a) Some of Franklin's co-workers thought she got on badly with others. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) In the 1950s, men and women were always treated equally at work.    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) Franklin argued with Watson over the credit issue.                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

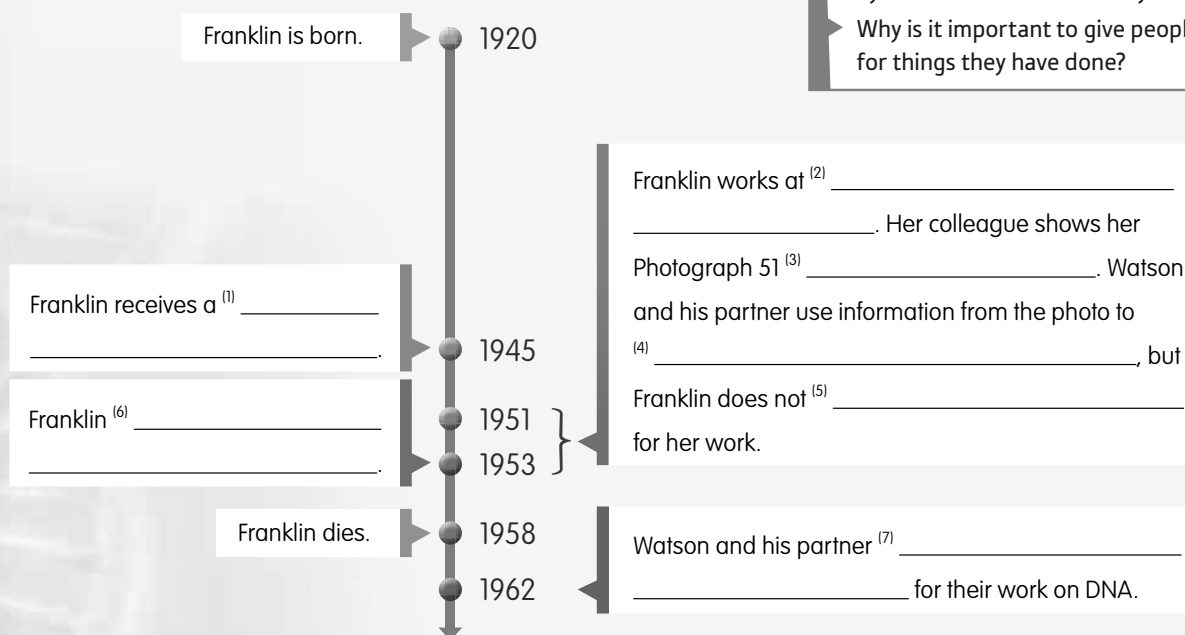
9 Match the main points below (A–C) with one of the paragraphs on the left. Write the correct letters in the spaces provided.

Paragraph no.	Main point
i) Paragraph 3 _____	A A scientist realised the importance of Franklin's work.
ii) Paragraph 4 _____	B Franklin made an important scientific discovery.
iii) Paragraph 6 _____	C There were a number of reasons why Franklin's contribution was not recognised.

### THINK!

Do you agree that Franklin was wronged by her fellow scientists? Why or why not?  
Why is it important to give people credit for things they have done?

B Complete the following timeline using information from Text 2.



C Complete the following sentences with words from Text 2.

- The \_\_\_\_\_ of something is the way in which its parts are connected with each other and form a whole. (paragraph 1)
- \_\_\_\_\_ are changes, discoveries or inventions that bring progress. (paragraph 1)
- If you get \_\_\_\_\_, you get approval or praise for something you have done. (paragraph 6)
- \_\_\_\_\_ is public respect and thanks for someone's work or actions. (paragraph 8)



### Note

We don't use commas to separate a defining noun phrase from the rest of the sentence.

We use commas to separate non-defining noun phrases.

## Giving additional information

We can use **defining** and **non-defining** noun phrases to give additional information about people or things.

- We use **defining** noun phrases to explain exactly which people or things we are talking about. We often use them when we mention a person or thing for the first time. The phrase comes before the name of the person or thing it describes.

*British physicist Stephen Hawking has changed our ideas about the universe.*

*Have you seen the film 'The Theory of Everything'? It's about Stephen Hawking.*

- We use **non-defining** noun phrases to give extra information about the people or things we are talking about. The phrase comes after the person or thing it describes.

*Rosalind Franklin, a scientist who helped us understand DNA, is one of my heroes.*

*My sister is studying Chemistry at Stanford, one of the US's best universities.*

### Grammar in text

Find examples of defining and non-defining noun phrases in [Texts 1](#) and [2](#).

Do they explain exactly who or what we are talking about or do they provide extra information?

### Let's practise

Look at the following notes. Then complete the article using defining or non-defining noun phrases and the information in the notes.

- Adora Svitak — amazing young person, an American writer and speaker
- Encouraged to write by mother & father (mother — immigrant from China, father — software engineer)
- Her 1st book — published just before her 8th birthday (title: *Flying Fingers*)
- At 13 spoke at TED (organisation that presents talks on important subjects) — talk viewed over 4,000,000 times on the TED website (title of talk: 'What adults can learn from kids')
- Currently — writing a blog on her website & studying at the University of California (blog website: [www.adorasvitak.com](http://www.adorasvitak.com))



## A child prodigy

American <sup>(1)</sup> \_\_\_\_\_.

From a young age, she was encouraged to write by <sup>(2)</sup> \_\_\_\_\_.

\_\_\_\_\_. Amazingly <sup>(3)</sup> \_\_\_\_\_ her eighth birthday.

When Adora was thirteen, <sup>(4)</sup> \_\_\_\_\_.

\_\_\_\_\_. Eventually her <sup>(5)</sup> \_\_\_\_\_ on the TED website.

Currently Adora is <sup>(6)</sup> \_\_\_\_\_.

## Connecting actions (II)

We use **connectives of time** to show that one event happens before, after or at the same time as another event.

- We can use the connectives *after* and *before* to connect two or more events in one sentence.

*After* Stephen Hawking graduated from Oxford, he went to Cambridge.

He didn't know he had motor neurone disease *before* going to Cambridge.

- We can use other connectives to connect events in two or more sentences.

Famous author Jack White moved to Hong Kong in 2002. *Before*

*that*, he lived in Canada, where he was born and raised. He

graduated from university with a degree in Marketing. *After that*,

he started his job in an advertising company. *Meanwhile*, Jack

was also writing in his spare time. His passion for writing grew. He *eventually* quit his advertising

job and focused on writing. In 2012, Jack *finally* finished his first novel and it quickly became

a best-seller. He *then* went on to write four more novels that *later* became international hits.

What do these connectives tell us about the order of the events that they connect?

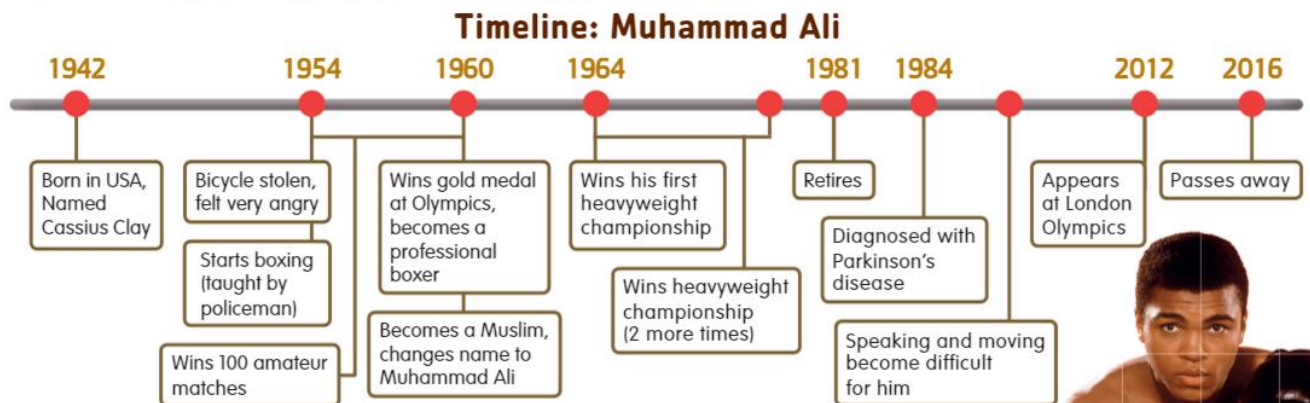
### Grammar in text

Find examples of connectives of time in [Texts 1](#) and [2](#).

What is the order of the events they connect?

### Let's practise

Look at the timeline below. Then complete the short article using suitable connectives of time and information from the timeline.



## The life of a legend

Muhammad Ali was born in 1942. He started boxing at the age of twelve — he was taught by a policeman who saw how angry he was <sup>(1)</sup> \_\_\_\_\_. Over the next six years, Ali won 100 amateur boxing matches. <sup>(2)</sup> \_\_\_\_\_, he won a gold medal and became a professional boxer. <sup>(3)</sup> \_\_\_\_\_ and changed his name to Muhammad Ali. <sup>(4)</sup> \_\_\_\_\_ Cassius Clay.)

Ali won his first heavyweight championship in 1964. <sup>(5)</sup> \_\_\_\_\_ two more times. Ali retired in 1981 and <sup>(6)</sup> \_\_\_\_\_. <sup>(7)</sup> \_\_\_\_\_ to speak or move.

Ali appeared at the 2012 London Olympics <sup>(8)</sup> \_\_\_\_\_ in 2016. <sup>(9)</sup> \_\_\_\_\_ at rest.





## Reporting what people say

We use reported speech to report the important information that someone tells us.

### Direct speech



'I love reading this book about Stephen Hawking.'



### Reported speech

She said she loved reading that book about Stephen Hawking.

### Note

We can use *that* after some reporting verbs when we report speech, but in short sentences we often don't.

We can use reporting verbs for speaking (e.g. *say, tell, reply*) to report what someone says.

Gary **said** (*that*) he looked up to people who started their own businesses.

Shirley **told me** (*that*) her grandparents had an incredible life story.

I **replied** *that* the class was reading Ali's biography.

We can also use reporting verbs for thinking and feeling (e.g. *believe, feel, think*) to report someone's ideas or opinions.

Before Hawking, everyone **believed** (*that*) black holes did not produce radiation.

Some people **felt** (*that*) Rosalind Franklin deserved a Nobel Prize.

I **thought** (*that*) Fan Ho's photo exhibition was amazing.

See [Appendix 6](#) for more examples of reported speech.

When we report a statement in the simple present, we do the following things.

- We do not use quotation marks or commas to separate the reported statement.  
'I respect Taylor Swift,' Peter said. → Peter said that he respected Taylor Swift.
- We change the verb tense from the simple present to the simple past.  
'I **admire** her songwriting skills as well as her vocal talent.' → He added that he **admired** her songwriting skills as well as her vocal talent.
- We change the pronouns and possessive adjectives that refer to the speaker and the listener. For example, we change *I* to *he* or *she*, *my* to *his* or *her* and *you* to *I*.  
'Of course **you** can borrow **my** Taylor Swift CDs.' → He told **me** that **I** could borrow **his** Taylor Swift CDs.
- We change some time words and phrases. For example, we change *today* to *that day*.  
'I'm ordering her new album **this afternoon** from her online store.' → He said that he was ordering her new album **that afternoon** from her online store.

### Grammar in text

Find examples of reported speech in [Texts 1](#) and [2](#). What were the original statements?





### Let's practise

On a television programme, three successful Hong Kong writers are discussing the people who inspire them. Read what they say.



Well, I'm inspired by JRR Tolkien — you know, the author of the *Lord of the Rings* trilogy. Believe it or not, I read all three books every year! In my opinion, people don't appreciate Tolkien enough. You know, people love the films, but few of them read the books.



Nicholas, Tolkien is good but not great. I believe that great writers write about real life. I feel Anne Frank's *The Diary of a Young Girl* is the most inspirational book of all time. It shows a brave girl's positive attitude during a terrible time. I plan to re-read it this week.



Well, actually, my biggest inspiration comes from my mum. In my opinion, I owe my success to her love and support — and I hope my mum watches our discussion tonight!



**You are writing an email to your friend about the TV discussion. Complete the extract of your email below using reported speech. Try to use a variety of reporting verbs.**

I saw an interesting TV programme last week. Three Hong Kong writers, Nicholas Chen, Hannah Atkins and Cliff Wong were talking about the people who inspired them. First, Nicholas said <sup>(1)</sup> \_\_\_\_\_, the author of the *Lord of the Rings* trilogy. Then, he <sup>(2)</sup> \_\_\_\_\_ every year. He <sup>(3)</sup> \_\_\_\_\_. He <sup>(4)</sup> \_\_\_\_\_ the books.

Hannah <sup>(5)</sup> \_\_\_\_\_ but not great. <sup>(6)</sup> \_\_\_\_\_ real life. <sup>(7)</sup> \_\_\_\_\_ of all time and <sup>(8)</sup> \_\_\_\_\_ during a terrible time. <sup>(9)</sup> \_\_\_\_\_

Finally, Cliff spoke. <sup>(10)</sup> \_\_\_\_\_ love and support. Then, <sup>(11)</sup> \_\_\_\_\_ <sup>(12)</sup> \_\_\_\_\_



## VOCABULARY ROUNDUP



### Adjectives describing people's character

ambitious (*adj*) p. 63

determined (*adj*) p. 63

passionate (*adj*) p. 63

brave (*adj*) p. 73

fearless (*adj*) p. 77

pioneering (*adj*) p. 67

bright (*adj*) p. 62

keen (*adj*) p. 77

### Add more!

What other useful words and phrases have you learnt? Add them to the appropriate lists.

### Types of achievements

breaking a record (*n phr*) p. 75

inventing something new (*n phr*) p. 75

making an important discovery (*n phr*) p. 75

starting a new type of business (*n phr*) p. 75

writing a best-seller (*n phr*) p. 75

fighting for people's rights (*n phr*) p. 75

making a medical breakthrough (*n phr*) p. 75

saving a life (*n phr*) p. 75

winning an important prize (*n phr*) p. 75

### Other vocabulary

advance (*n*) p. 66

benefit (*n*) p. 66

controversy (*n*) p. 66

idol (*n*) p. 63

inspirational (*adj*) p. 73

perfectionist (*n*) p. 66

recognition (*n*) p. 67

worsen (*v*) p. 62

alarming (*adj*) p. 62

concept (*n*) p. 63

figure out (*phr v*) p. 63

incurable (*adj*) p. 63

inspire (*v*) p. 61

phenomenon (*n*) p. 74

untimely (*adj*) p. 67

amateur (*n*) p. 71

contribution (*n*) p. 66

groundbreaking (*adj*) p. 62

influence (*n*) p. 74

overcome (*v*) p. 62

prodigy (*n*) p. 70

without sb's knowledge\*  
(*exp*) p. 66

\* 'Sb' stands for somebody.





## 8

# Simply the best

*Can you imagine coming up with an invention that allows blind people to read? Read the following article about a famous French educator who didn't have to imagine it — because he did it!*

## The world is better because of Braille

1 'Necessity is the mother of invention.' In other words, need is the most common reason for inventing something new. The saying perfectly sums up the achievements of the pioneering French educator Louis Braille. In 1812, at age three, Braille  
5 damaged one of his eyes while playing with his father's tools. After both eyes got infected, Braille lost his sight. The event caused the need that would eventually lead to braille, a system of reading and writing still used by millions of blind people around the world.



2 Braille was an exceptionally bright child, so his parents believed that he should  
10 have every opportunity for success despite his disability. First, Braille's father made him a cane and Braille learnt how to use it to find his way around the sidewalks and pathways of his hometown in France. After that, Braille settled into life as a passionate, ambitious student. Then, at the age of ten, Braille won a scholarship at a school for the blind in Paris. It was one of the world's first schools designed especially  
15 for blind students.





3 While still studying at the school, the keen and determined Braille learnt a system of writing called 'night writing'. Invented by French Army Captain Charles Barbier, night writing used a series of dots and dashes pressed — or sunken — into thick paper. It was based entirely on touch, allowing soldiers to share information on the battlefield without light or talking. Braille felt that night writing was too complex for everyday use, but it motivated him to invent his own system.

4 At the age of twenty — Braille thought that his system of reading was complete. He published his work — and changed the world for the blind forever. He didn't stop there, though; he continued working tirelessly to make braille more efficient. Finally, in 1837, he republished his life's work, getting rid of dashes and focusing only on dots. His improved reading system allowed blind people to read single letters, as well as some common words and symbols, with one touch.

5 Ironically, Louis Braille created his world-changing raised-dot system of communicating using an awl, a pointed metal object that is used for punching holes in leather. It is the same tool that had robbed him of his sense of sight as a child — a perfect detail for a story started by fate.





## Check your understanding

**A** Can you answer the questions using information from the article? Blacken the appropriate circles or write your answers in the spaces provided.

1 What year was Louis Braille born in?

\_\_\_\_\_

2 How was Braille able to walk around his hometown?

\_\_\_\_\_

3 Decide whether the following statements are True, False or the information is Not Given in paragraphs 1–2.

	T	F	NG
a) Braille lost the vision in only one of his eyes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Braille's parents didn't take an interest in his education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Braille was ten when he started going to school in Paris.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Braille was the top student at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4 Complete the sentence by writing ONE word on the blank.

Night writing was designed to be used by \_\_\_\_\_.

5 In what year did Braille first release his reading system to the public?

\_\_\_\_\_

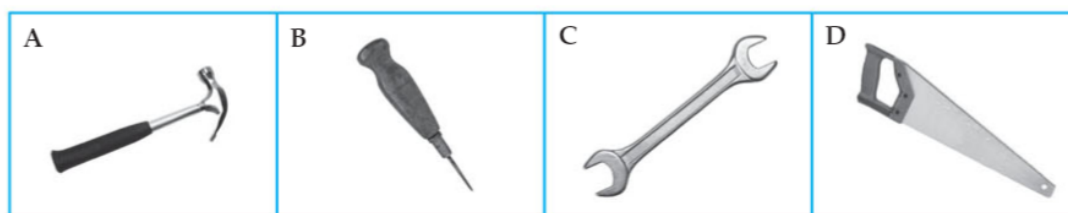
6 What is the difference between the original version of braille and the updated version?

\_\_\_\_\_

\_\_\_\_\_

7 Which of the following tools caused Braille's eye injury?

A ☐ B ☐ C ☐ D ☐



Marks

/ 10

**THINK!**

Do you admire Louis Braille? Why or why not?

\_\_\_\_\_  
\_\_\_\_\_

- B** Can you complete the timeline for Louis Braille? Put the events from his life in the correct order. Write the numbers '1-5' in the boxes provided.



### Louis Braille

- ☐ He won a scholarship at a school for the blind.
- ☐ He suffered a serious eye injury.
- ☐ He learnt how to use night writing.
- ☐ He invented his own reading system.
- ☐ He lost his sense of sight.



Marks

/ 5



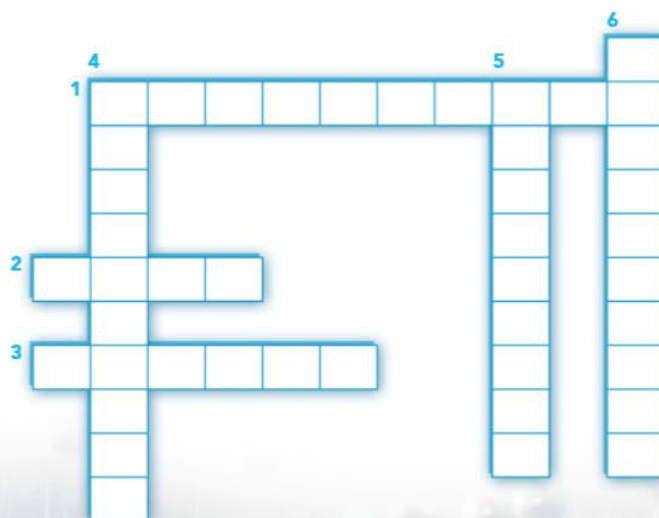
- C** Now complete the crossword with words from the article.

#### Across

- 1 feeling emotions and believing things in a very strong way (paragraph 2)
- 2 very eager to work, learn, do something, etc. (paragraph 3)
- 3 very smart and able to learn things quickly (paragraph 2)

#### Down

- 4 used to describe someone who introduces new and better methods or ideas (paragraph 1)
- 5 having strong goals of being successful, rich, powerful, etc. (paragraph 2)
- 6 wanting to do something very badly, and not letting anyone stop you from doing it (paragraph 3)



Marks

/ 6



## Giving additional information



**A** Can you remember how to give additional information? Let's find out! Complete the sentences using defining noun phrases. The first one has been done for you.

- 1 Chris Hadfield — Canadian astronaut  
     Canadian astronaut Chris Hadfield made a music video while orbiting the earth in a space station.
- 2 Usain Bolt — Jamaican athlete  
     \_\_\_\_\_ holds many world records.
- 3 *Star Wars* — the science fiction series  
     George Lucas created \_\_\_\_\_.
- 4 *An Inconvenient Truth* — the documentary  
     Have you seen \_\_\_\_\_?
- 5 Leonardo DiCaprio — the famous American actor  
     The environmental film *Before the Flood* was co-produced by \_\_\_\_\_.

### Help

Refer to p. 70 of the Student Book for information on giving additional information.

### Marks

/ 4

**B** Now complete the sentences using non-defining noun phrases. The first one has been done for you.

- 1 Winston Churchill — the former prime minister of the UK  
     Winston Churchill, the former prime minister of the UK, won the Nobel Prize in Literature in 1953 for his life's work.
- 2 Michael Phelps — an American swimmer  
     \_\_\_\_\_ has won more Olympic medals than any other.
- 3 Matt Groening — an American cartoonist  
     *The Simpsons* was created by \_\_\_\_\_.
- 4 Stephen King — author of many popular horror novels  
     \_\_\_\_\_ is one of the most successful writers of all time.
- 5 Bethany Hamilton — a professional surfer and shark attack survivor  
     \_\_\_\_\_ competed on the reality show *The Amazing Race*.

### Marks

/ 4

**Help**

Refer to p. 71 of the Student Book for information on connecting actions.



Marks

/ 6

**Connecting actions (II)**

**A** Can you remember how to connect actions? Let's find out! Complete the sentences by underlining the correct connectives of time in brackets.

- 1 JK Rowling had little money (*before / first*) publishing the first *Harry Potter* book.
- 2 Malala Yousafzai had to spend months in hospital (*after / later*) she was shot.
- 3 Suzanne Collins wrote *The Hunger Games*. (*Before / Before that*), she wrote kids' books.
- 4 Cheung Ka Long (*first / meanwhile*) started fencing when he was in primary 4.
- 5 The singer is currently studying at the University of Hong Kong. (*After / Meanwhile*), he performs in singing shows around Hong Kong and China.
- 6 In 1958, Steven Spielberg made a western with his dad's movie camera. (*After that / Finally*), he made a war film.

**B** Now complete the biography by underlining the correct connectives of time in brackets. The first one has been done for you.

**Biography: Serena Williams**

Tennis star Serena Williams was born in 1981 — one year <sup>(1)</sup> (after / before) her older sister Venus (also one of the top female tennis players of all time). Serena started competing at a young age. <sup>(2)</sup> (*First / Then*), in 1995, she became a professional tennis player. She became the



top-ranked female tennis player in the world in 2002. She won many championships over the next decade and a half. <sup>(3)</sup> (*Finally / Meanwhile*), she had to overcome a number of serious injuries. Her success earned her *Sports Illustrated's* Sportsperson of the Year title in 2015. Two years <sup>(4)</sup> (*eventually / later*), she became the world's top-ranked female tennis player for the eighth time in her career <sup>(5)</sup> (*after / later*) winning the Australian Open — her twenty-third Grand Slam singles title! <sup>(6)</sup> (*After that / First*), she announced that she was pregnant and that she was going to take the remainder of the year off. <sup>(7)</sup> (*Eventually / Finally*), she plans to return to competitive tennis.

Marks

/ 6

**C** Now write about your favourite sports star using the language for connecting actions.

---



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## Reporting what people say



**A** Can you remember how to report what people say? Let's find out! Complete the sentences by underlining the correct words in brackets.

- 1 Peter (*said / told*) that he wanted to become a film director one day.
- 2 Alice replied (*X / that*) her favourite pop star was Katy Perry.
- 3 William mistakenly (*thought / told*) that Stephen Hawking was American.
- 4 I (*added / told*) Mrs Chow that I really looked up to Mark Zuckerberg.
- 5 Amy said she wanted to be an astronaut. She (*added / felt*) that her heroine was Liu Yang.
- 6 Robert (*replied / felt*) everyone should read Anne Frank's book *The Diary of a Young Girl*.

## Help

Refer to p. 72 of the Student Book for information on reporting what people say.

Marks

/ 6

**B** Now write sentences to report the statements. The first one has been done for you.

Eric



1 I think Aung San Suu Kyi is brilliant.

Eric thought (that) Aung San Suu Kyi was brilliant.

Toby



2 I feel that it's meaningful to work at the United Nations.

Fiona



3 I like the documentary I watched last night, Tom.

Susan



4 I believe that anyone can become successful with the right attitude.

Kyle



5 I am watching Adora Svitak's TED talk.

Marks

/ 4

**C** Ask your friend about a person he / she admires. Then write about what he / she says / thinks / feels using the language for reporting what people say.

It's time to put all your new language skills to the test! Which of the choices on the next page would best complete the profile if inserted in the blanks? Circle the correct letters.

## Bethany Hamilton: Soul Surfer

American pro <sup>(1)</sup> — Bethany Hamilton is one of the top women's wave-riders in the world. She was also a victim of a vicious shark attack. <sup>(2)</sup> — a tiger shark completely bit off her left arm in Kauai in 2003, her inspirational story became the stuff of legends!

Bethany was born on 8th February 1990 in Lihue, Hawaii. She stayed at home and received her schooling from her mother until she was twelve. <sup>(3)</sup> —, she developed her surfing skills in the bays near Lihue <sup>(4)</sup> — the second largest town on the island of Kauai. As the youngest child in her family, she felt <sup>(5)</sup> — she always had to work extra hard to keep up with her two older brothers.



Bethany <sup>(6)</sup> — won a surfing event in 1998 at the age of eight. In 2002, she won her first national championship. <sup>(7)</sup> —, Bethany suffered the shark attack, and took a year off to recover from her injury. However, she still believed that she <sup>(8)</sup> — make a life out of surfing. In 2004, she returned to the sport — and won another championship the next year! She <sup>(9)</sup> — made the transition into professional surfing, earning prize money from her championships and a number of sponsorship contracts from surfing-related companies.

In 2004, Bethany released <sup>(10)</sup> — *Soul Surfer: A True Story of Faith, Family, and Fighting to Get Back on the Board*. The film version of Bethany's incredible story of courage, strength and determination was <sup>(11)</sup> — released in April of 2011. During the film's production, Bethany <sup>(12)</sup> — the director that she wanted to perform all the film's surfing scenes after the shark incident. The director thought that it <sup>(13)</sup> — a great idea. Bethany also appeared in the 2014 film <sup>(14)</sup> — *Dolphin Tale 2*, and then teamed up with her husband, Adam Dirks, on the 25th season of <sup>(15)</sup> — *The Amazing Race*.

Despite her challenges, Bethany has managed to stay true to herself, her dreams and her spirit, <sup>(16)</sup> — growing into a strong and successful woman that young girls around the world can look up to. She once <sup>(17)</sup> — that girls were made of courage, sacrifice, determination, commitment, toughness, heart, talent and guts — and her life is proof that the statement is true.





- 1 A surf  
B surfed  
C surfer  
D surfing



- 4 A ;  
B .  
C ,  
D !

- 7 A After  
B After that  
C Before  
D Finally

- 10 A a book  
B a book,  
C the book  
D the book,

- 13 A can be  
B is  
C was  
D will be

- 16 A after  
B eventually  
C first  
D then

- 2 A After  
B Before  
C Later  
D Then

- 5 A how  
B that  
C this  
D why

- 8 A can  
B could  
C may  
D will

- 11 A after that  
B before  
C finally  
D meanwhile

- 14 A ,  
B :  
C ;  
D X

- 17 A had said  
B has said  
C said  
D says

- 3 A After  
B Before  
C First  
D Meanwhile

- 6 A after  
B first  
C later  
D meanwhile

- 9 A after  
B final  
C first  
D then

- 12 A added  
B replied  
C said  
D told

- 15 A a TV show  
B a TV show,  
C the TV show  
D the TV show,

Marks

/ 17

## Grammar in text

Now let's reflect on what you've learnt. Write your answers on the blanks or tick (✓) the appropriate boxes.

- 1 For blank 1, you must choose a word to complete a \_\_\_\_\_ noun phrase.

☐ defining

☐ non-defining

- 2 For blank 4, you must choose a punctuation mark to complete a \_\_\_\_\_ noun phrase.

☐ defining

☐ non-defining

- 3 For blank 7, you must choose a \_\_\_\_\_ to show that Bethany won her first national championship. It was \_\_\_\_\_ she was attacked by a shark.

- 4 Which blank requires you to choose a connective of time to show that one event happened at the same time as another event? blank \_\_\_\_\_

- 5 Which blank does NOT contain an answer that is related to reported speech?

☐ blank 5

☐ blank 8

☐ blank 13

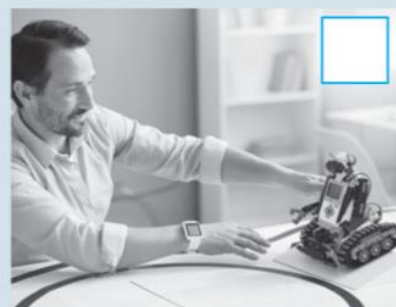
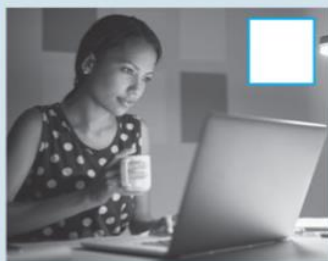
☐ blank 16

## VOCABULARY REVIEW



**A** Match the pictures with the phrases given below. Write the letters in the boxes provided.

### Our Resolutions



Marks

/9

A breaking a record

B fighting for people's rights

C inventing something new

D making a medical breakthrough

E making an important discovery

F saving a life

G starting a new type of business

H winning an important prize

I writing a best-seller

**B** Now complete the captions with the words given.

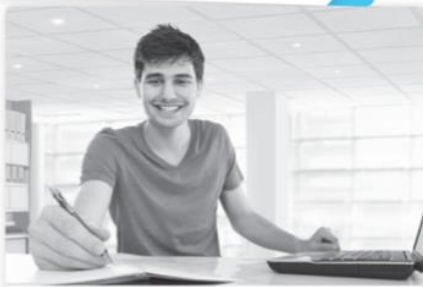


Robert is very <sup>(1)</sup> \_\_\_\_\_.  
He isn't afraid to try extreme sports  
and activities — for example,  
zip-lining!



Amy is very <sup>(2)</sup> \_\_\_\_\_ on writing  
stories about zombies, werewolves and  
vampires. She has an amazing imagination!

- ambitious
- brave
- bright
- determined
- keen
- passionate
- pioneering



Gary is a very <sup>(3)</sup> \_\_\_\_\_  
student. He studies late every  
evening and always does his  
homework well.



Lucy is extremely <sup>(4)</sup> \_\_\_\_\_.  
Her smartness allows her to achieve the top  
grades in her class every term.



Ralph is a <sup>(5)</sup> \_\_\_\_\_ person.  
He'll never give up on his dream of  
becoming a famous actor.



Tara is an <sup>(6)</sup> \_\_\_\_\_ person. Her  
goal is to become a <sup>(7)</sup> \_\_\_\_\_  
doctor and lead the way in cancer research.

Marks

/ 7



Bob has a healthy lifestyle **because** he wants to stay fit. **For instance**, he gets up at six every morning **and then** walks his dog in the park **so that** he can enjoy the fresh air in the early morning. **After that**, he takes a bath to refresh himself **before** going to school. He leaves home early **so** he is never late for school.

## 1 Review

- 1.1 We use **and** to join similar ideas or closely related actions or situations.

My best friends are Simon **and** Danny.

Victor fell down the stairs **and** hurt his back.

- 1.2 We use **or** to show choices or alternatives. We also use **or** instead of **and** in negative statements.

Do you want to go out **or** stay at home?

I **don't** eat pork **or** beef.

(X I ~~don't eat pork and beef.~~)

- 1.3 We use **but** and **although** / **though** / **even though** to join different or contrasting ideas. Note that we never use **although** / **though** / **even though** and **but** together.

Wendy is smart **but** lazy.

This dress looks pretty, **but** it is too expensive.

**Although** / **Though** / **Even though** this dress looks pretty, it is too expensive.

This dress is too expensive **although** / **though** / **even though** it looks pretty.

(X ~~Although this dress looks pretty, but it is too expensive.~~)

## 2 Showing reasons

- 2.1 We can use **as** / **because** / **since** to show reasons. They are always followed by a clause\*.

We have no school today **as** / **because** / **since** it is a school holiday.

(X ~~We have no school today as / because / since school holiday.~~)

\* A clause contains a subject and a verb, but it is usually only part of a sentence.



- 2.2 We can also use **because of** and **due to** to show the reason for something. They are always followed by a noun / noun phrase / pronoun. Compare these sentences:

The flight was delayed **because of** / **due to** the heavy rain.

The flight was delayed **because** it was raining heavily.

(X ~~The flight was delayed because the heavy rain / raining heavily.~~)

- 2.3 We usually put **because** in the middle of a sentence before the reason, but we can put **as** / **since** / **because of** / **due to** at the beginning of a sentence.

**As** / **Since** it was raining heavily, the flight was delayed.

The flight was delayed **because** it was raining heavily.

**Because of** / **Due to** the heavy rain, the flight was delayed.

## 3 Showing results

- 3.1 We can use **so** to introduce the result of an action or situation.

I was tired **so** I went to bed early.

Andy ate too much **so** he felt sick.



- 3.2 We can also use **therefore** to express results. It can be put at the beginning or in the middle of a sentence. When it comes in the middle of a sentence, it often follows **and**.

I was tired. **Therefore**, I went to bed early.

Andy ate too much **and therefore** (he) felt sick.

- 3.3 Never use **as** / **because** / **since** and **so** / **therefore** together.

X ~~Since I was tired so I went to bed early.~~

X ~~As Andy ate too much and therefore he felt sick.~~





## 4 Showing purposes

- 4.1 We can use **in order to** / **so as to** to introduce the purpose for doing an action. They are followed by a phrase instead of a clause.

We got up very early **in order to** / **so as to** see the sunrise.



- 4.2 We can also use **so that** to show the purpose. It is followed by a clause. We often use **so that** with **can** / **could** or **will** / **would**.

We got up very early **so that** we could see the sunrise.

- 4.3 The negative forms are **in order not to** / **so as not to** and **so that ... not**.

We got up very early **in order not to** / **so as not to** miss the sunrise.

We got up very early **so that** we **wouldn't** miss the sunrise.

- 4.4 **In order to** can come at the beginning of a sentence, but **so as to** and **so that** usually come in the middle of a sentence.

**In order to** see the sunrise, we got up very early.

(~~✗ So as to see the sunrise, we got up very early.~~)

(~~✗ So that we won't miss the sunrise, we got up very early.~~)

## 5 Showing examples

- 5.1 We can use **for example** / **for instance** to introduce one or more examples. They are usually separated from the rest of the sentence with one or two commas.

You can improve your English, **for example** / **for instance**, by listening to English songs.

Doing yoga has many benefits. It helps to reduce stress, **for example**.

Lawrence is very kind. **For instance**, he always helps his sister with her homework.

- 5.2 We can also use **like** / **such as** to introduce examples. They are usually followed by nouns.

Things **like** paper and plastic can be recycled.

Avoid foods **such as** chocolates and chips if you want to lose weight.

See **Appendix 7** for a summary of different linking words.

## 6 Showing time and sequence

- 6.1 We can use the connectives of time **before** and **after** to show when something happens.

I always brush my teeth **before** going to bed.

**After** he graduated from university, Steve worked at a bank.

- 6.2 We can use **meanwhile** to indicate the period of time while something else is happening or the period of time between two events.

Little Bob is sound asleep. **Meanwhile**, his mum is preparing lunch for him.

(= Little Bob is sound asleep while his mum is preparing lunch for him.)

The plane leaves in an hour's time. **Meanwhile**, we can look round the shops.

(= Between now and when the plane leaves, we can look round the shops.)

- 6.3 We can use the following connectives of sequence to show the order in which things happen or to list points in order. We often put them at the beginning of a sentence and separate them from the rest of the sentence with a comma.

first(ly)	second(ly)	next	then
later	after that	before that	
finally	eventually	at last	

**First**, we went to the department store.

**Second**, we shopped at the supermarket.

**After that**, we watched a film.

**Finally**, we went for dinner.

We can also put them in the middle of a sentence.

He **then** furthered his studies at university and **eventually** became a professor.



## Common errors

**Finally**, **eventually** and **at last** are easily confused. **Finally** is used to introduce the final event or point. We can use **at last** and **finally** to say that something happens after a long wait or delay. We use **eventually** when something happens after a long time or after a lot of effort.

✓ I was unlucky today. **Firstly**, I missed the school bus. **Secondly**, ... **Finally**, I lost my mobile.

✓ Dad has **finally** found a job! / Dad has found a job **at last**!

✓ My computer wasn't working. I tried to fix it and **eventually** it is working again.

## Grammar in text

Read the messages and answer the questions.

1 June 20\_\_ \_\_, 6.19 p.m.

#1

Fashion Show

Jessie To

Hi, everyone. Don't forget tomorrow's meeting! It's really important because the Fashion Show is in only three weeks' time. Since Susan is sick, I'm going to chair the meeting. First, we need to discuss how to get more volunteers to model at the show. Then, we have to finalise the details on the promotional leaflet. Meanwhile, we have to bear in mind that we haven't yet booked the venue.

1 June 20\_\_ \_\_, 6.25 p.m.

#2

Re: Fashion Show

Ricky Ng

I'll be there, Jessie! I'm sure we can get enough models for the show. Joe Lau and Winnie Lam, for example, have offered to be models. However, Mimi just told me she had broken her leg and can't take part in the show because of it.

1 June 20\_\_ \_\_, 6.31 p.m.

#3

Re: Fashion Show

Annie Ip

Poor Mimi! Jessie, I'll be at the meeting too. It's my birthday tomorrow, so I'll bring some cakes. ☺

1 June 20\_\_ \_\_, 6.33 p.m.

#4

Re: Fashion Show

Jessie To

Great! We'll try to finish early so that we can all celebrate your birthday afterwards. Maybe we can visit Mimi and make sure she's OK too!

- Circle all the linking words taught in this unit.
- What are the purposes of using them? Complete the table below.

Purposes	Linking words
To show reasons	
To show purpose	
To show results	
To show examples	
To show time / sequence	



### Exercise 1

Complete the sentences with 'and', 'or', 'but' or 'although'.



- I like History, Maths and English.
- Which backpack do you like, the orange one \_\_\_\_\_ the purple one?
- Tom sat with us in the restaurant, \_\_\_\_\_ he didn't order anything.
- Ken finished his homework quickly \_\_\_\_\_ went out with his friends.
- Mike doesn't like pizza \_\_\_\_\_ spaghetti, so let's go to a Chinese restaurant instead.
- You can use a blue \_\_\_\_\_ black ball pen to complete the form, \_\_\_\_\_ you can't use a pencil.
- Lisa can't play the piano very well \_\_\_\_\_ she has practised playing it for many years.
- We can take a bus \_\_\_\_\_ a tram to Central, \_\_\_\_\_ the fastest way is to travel by MTR.
- \_\_\_\_\_ the concepts in this book are quite difficult, they are illustrated with pictures \_\_\_\_\_ diagrams so I can still understand them.

### Exercise 2

Join the pairs of sentences below using the linking words in brackets.

- I failed the test. Mum was very angry.  
(so): I failed the test so Mum was very angry.
- Erica didn't buy anything. She didn't have any money.  
(because): \_\_\_\_\_  
(Therefore): \_\_\_\_\_
- There was an earthquake. Many people have died.  
(Due to): \_\_\_\_\_  
(because of): \_\_\_\_\_
- I couldn't speak today. I had a sore throat.  
(As): \_\_\_\_\_  
(therefore): \_\_\_\_\_



- 5 Victor had outstanding performance in this term. He was proud of himself.

(due to): \_\_\_\_\_

(so): \_\_\_\_\_

- 6 Teddy put on his down jacket. It was freezing cold outside.

(so): \_\_\_\_\_

(Since): \_\_\_\_\_

(because of): \_\_\_\_\_

### Exercise 3

Join the pairs of sentences below using the linking words in brackets.

- 1 We took a taxi. We could get there on time. (so that)

We took a taxi so that we could get there on time.

- 2 Recycling has many advantages. It helps to reduce waste. (For example)

\_\_\_\_\_

- 3 Emma does volunteer work. She can meet more people. (so that)

\_\_\_\_\_

- 4 You should get rid of your bad habits. You shouldn't stay up late. (for instance)

\_\_\_\_\_

- 5 Tim didn't want to be late for the dentist appointment. He left home early. (so as not to)

\_\_\_\_\_

- 6 Tom is saving all his pocket money. He wants to go travelling with his friends. (In order to)

\_\_\_\_\_

\_\_\_\_\_

- 7 Some animals are becoming endangered. They include bluefin tuna and polar bear. (such as)

\_\_\_\_\_

\_\_\_\_\_



### Exercise 4

Sue is chatting online to Joe. Complete their conversation with the correct linking words in the word box. Use the negative form where necessary.



because	because of	due to	for example	in order to	like
since	so	so as to	so that	therefore	

<Sue> Hi, Joe. I called you yesterday, but you didn't answer your phone. Was it

(1) because of any connection problems?

<Joe> Oh, I'm sorry. You probably called when I was lying on the beach at Shek O

(2) \_\_\_\_\_ I couldn't hear my phone ring. I went there with some friends

(3) \_\_\_\_\_ the weather was so good.

<Sue> Shek O is really nice, isn't it? I had some bad luck when I went there last year though. I took

my new camera with me (4) \_\_\_\_\_ take some pictures, but someone stole it while I was having lunch.

<Joe> Oh dear! You know, when I go to the beach now, I always make sure I keep my things close

to me (5) \_\_\_\_\_ no one can steal them.

<Sue> So do I now! Did you go swimming yesterday?

<Joe> I wanted to, but I couldn't (6) \_\_\_\_\_ my skin problem. (7) \_\_\_\_\_

make it worse, I just stayed on the beach while everyone else went swimming.

<Sue> What did you do while they were all swimming?

<Joe> Oh, I had a lot to do. I did some reading, (8) \_\_\_\_\_. I took a book with me

(9) \_\_\_\_\_ get bored. Also, when it was time for lunch, I started the barbecue

(10) \_\_\_\_\_ the others wouldn't have to do it for themselves. I really like cooking

and (11) \_\_\_\_\_. I didn't mind doing this at all. I'm particularly good at cooking

seafood (12) \_\_\_\_\_ shrimps and clams.

<Sue> It sounds like fun! Next time you go, let me know (13) \_\_\_\_\_ I want to go with you too.

<Joe> Sure.

**Exercise 5**

Heidi is writing an email to her friend Donna. Help her complete the email by circling the correct answers in brackets.

From

Heidi

To

Donna

Hi Donna

<sup>(1)</sup> ( *Firstly / Meanwhile / **Before*** ) I tell you what I did on my birthday, let me say thank you to you and your sister for the birthday present you sent me. I had a great time on my birthday — I did so much in one day! <sup>(2)</sup> ( *First / Then / Eventually* ), Mum and Dad took me out for lunch. They let me choose where to go, but it wasn't easy to decide on a place, as there were lots of restaurants I wanted to try! <sup>(3)</sup> ( *After / Meanwhile / Secondly* ), I asked my friends for suggestions. In the end, we settled on Peking Duck Palace. The food there was great, although the service was a bit slow. I was starting to get impatient, and was thinking about leaving when, <sup>(4)</sup> ( *before that / next / at last* ), the food arrived — it was worth the wait!

<sup>(5)</sup> ( *After / After that / Meanwhile* ), Mum and I went shopping together.

<sup>(6)</sup> ( *First / Before / Finally* ), she took me to get some new running shoes. (I want to keep fit.) <sup>(7)</sup> ( *Meanwhile / Then / After* ), I looked for a new outfit for Gloria's party the next day.

<sup>(8)</sup> ( *Firstly / Secondly / Next* ), I exchanged my old mobile phone for a new one.

<sup>(9)</sup> ( *At last / After / Finally* ), we met up with Dad. We were all tired by then, so we went home straight after that. Mum and I fell asleep soon <sup>(10)</sup> ( *before / after / after that* ) we got on the bus. <sup>(11)</sup> ( *Meanwhile / Next / Eventually* ), Dad was looking at the photos we took during the day. Perhaps he was too tired too — we all overslept and needed to be woken by the bus driver at the terminal!

That's all for now.

Heidi

**Exercise 6**

There are mistakes in some of the sentences below. Rewrite the sentence if it is incorrect. If the sentence is correct, put a tick (✓).



- 1 The school picnic was cancelled because the typhoon.

The school picnic was cancelled because of the typhoon.

- 2 The shop was closed so we went home.

✓

- 3 John was making tea. Therefore, Karen was baking a cake.

- 4 Although I was angry, but I tried to keep calm or didn't show my anger.

- 5 Gigi is allergic to eggs and therefore can't eat most of the desserts.

- 6 Peter wants to be a pilot so as to he can fly around the world.

- 7 Due to the lack of funding, the scientists can't carry on with their research.

- 8 Remember to close the windows before that you leave so that it may rain soon.

- 9 Ocean Park has a lot of attractions, so it has interesting animals and exciting rides.

- 10 Due to reduce air pollution, everyone should try to travel by public transport for instance MTR and bus.



# 13 Linking words (II)



Pets are cute, aren't they?  
*However*, sometimes they can cause troubles.  
 They may make a mess in your home.  
*Moreover*, they may hurt you or your family members. *In short*, keeping pets has both advantages and disadvantages. Think twice before you keep one.

We can connect ideas **between sentences** using a variety of linking words. This helps make our speech or writing more coherent. We usually put these linking words at the beginning of a new sentence and separate them from the rest of the sentence with a comma. Different linking words are used for different purposes.

## 1 Making comparisons and contrasts

- 1.1 We can use *likewise* and *similarly* to make comparisons. They are usually used in a formal style.

*In Hong Kong*, typhoons are frequent in summertime.  
*Likewise*, Taiwan is often hit by typhoons in the summer.  
 The cost of transport has gone up a lot in recent years.  
*Similarly*, food prices have surged considerably.

- 1.2 We can use *however*, *nevertheless*, *on the contrary* and *yet* to make contrasts. We use them to introduce an idea that is surprising or unexpected. These words are similar in meaning to *but*, but they are more formal.

Matt wants to go camping. *However*, he doesn't have any camping gear.  
 (= Matt wants to go camping, *but* he doesn't have any camping gear.)  
 The athlete trained very hard. *Nevertheless*, they couldn't enter the Olympics.  
 The twins don't look very much alike. *On the contrary*, they look completely different.  
 The tickets were very expensive. *Yet*, they sold out quickly.



## 2 Adding information

- 2.1 We can use *also*, *besides*, *moreover*, *furthermore* and *in addition* to add information. We can put *also* at the beginning of the second sentence, after the subject of the sentence, after the verb to be or after a modal verb.

Betty doesn't like the dress. *Also*, she finds it a bit too expensive.  
 We went hiking in Tai Po yesterday. We *also* went cycling there.  
 The fried rice is good here. The noodles are *also* tasty.  
 You really ought to eat less. You should *also* do more exercise.

- 2.2 We usually put *besides*, *moreover*, *furthermore* and *in addition* at the beginning of the second sentence.

The hotel is comfortable. *Besides*, its location is convenient.  
 This report is not complete. *Moreover*, most of the figures in it are outdated.  
 Smoking is bad for your teeth. *Furthermore*, it may cause cancer.  
 The earthquake victims are in need of clean water. *In addition*, they need to rebuild their houses as soon as possible.



## 3 Expressing results

- 3.1 We can use *as a result*, *as a consequence*, *consequently*, *therefore* and *thus* to express results. These words are similar in meaning to *so*, but they are more formal.

The weather was bad. *As a result*, the outdoor concert was cancelled.  
 (= The weather was bad, *so* the outdoor concert was cancelled.)  
 The factory was closed. *As a consequence*, lots of people lost their jobs.  
 Selfish people care only about themselves. *Consequently*, they don't have many friends.  
 Ms Au is ill today. *Therefore*, her lessons will be taught by Mr Chan instead.  
 There was a big parade yesterday. *Thus*, some roads were closed.



- 3.2 We can also put these linking words in the middle of a sentence following the word *and*. If the subject of the first and the second sentences is the same, it can often be omitted.

The weather was bad **and as a result** the outdoor concert was cancelled.

Selfish people care only about themselves **and consequently** (they) don't have many friends.

There was a big parade yesterday **and thus** some roads were closed.

#### 4 Making generalisations

We can use **in general**, **on the whole** and **to a great extent** to make a comment about a situation. They are similar in meaning to *usually* or *mainly*.

**In general**, beef dishes are more expensive than pork dishes in Hong Kong.

**On the whole**, furniture from this shop is of very good quality.

**To a great extent**, the driver's carelessness has caused the accident.



#### 5 Summing up

We can use **in short**, **in conclusion** and **to summarise** to sum up a speech or a piece of writing. They are often used in the last sentence of a paragraph or to begin the last paragraph.

**In short**, I believe that geniuses are made, not born.

**In conclusion**, feeling good is more important than looking good.

**To summarise**, everyone should take action now to tackle the problem.

#### Common errors

Do not mix up *beside* and *besides*. *Beside* is a preposition of location meaning *next to*. *Besides* means *in addition*.

✓ Who was the girl that was sitting **beside** you just now?

✓ I don't really want to go. **Besides**, I'm not feeling very well.



#### Grammar in text



Read the teacher's comments and answer the questions.

##### Teacher's comments

At the beginning of term, Sally seemed bored and put little effort into her studies.

However, she then joined the Theatre Club and made some new friends. As a result, she was much happier than before. Also, she made good progress with her studies.

Nevertheless, Sally still has some weaknesses. For instance, her recent English test results were quite poor. Moreover, she sometimes falls asleep in class.

In short, Sally has made some improvements this term, but she can certainly do better.

Teacher: Mr Edward Law

##### Teacher's comments

Tom is very able. Yet, he does too many things. This term, he ignored his studies.

Furthermore, as the secretary of the Art Club, he didn't seem to do the job well.

Therefore, he became unpopular with the club members.

On the whole, I am quite disappointed with Tom's performance this term. He has six weeks to prepare for next term. He should think about organising his time more efficiently. He should also consider giving up some of the activities he is involved in.

Teacher: Mr Edward Law

- Circle all the linking words taught in this unit.
- What are the purposes of using them? Complete the table below.

Purposes	Linking words
To make contrasts	
To add information	
To express results	
To make generalisations	
To sum up	

- These linking words are usually put ( at the beginning / in the middle ) of a sentence, and are followed by a \_\_\_\_\_.
  - Which linking word above also comes in the middle of a sentence? \_\_\_\_\_



### Exercise 1

Join the pairs of sentences below using the correct linking words in brackets.

- 1 The man crashed his car into a tree. The man was not badly injured. (consequently / however / moreover)

The man crashed his car into a tree. However, he was not badly injured.

- 2 The cinema is too far away. I don't want to watch a film today. (however / similarly / besides)

\_\_\_\_\_

- 3 Recycling saves natural resources. Recycling reduces waste. (yet / in addition / thus)

\_\_\_\_\_

- 4 The building is over 100 years old. The building is still in good condition. (nevertheless / therefore / likewise)

\_\_\_\_\_

- 5 The score was 1-1 at full time. The game will be played again next week. (on the contrary / furthermore / therefore)

\_\_\_\_\_

- 6 Roy's mother often tells him to do more exercise. Roy continues to ignore her advice. (thus / also / yet)

\_\_\_\_\_

- 7 The musical was a big success. The Music Club was asked to perform it again. (however / thus / in addition)

\_\_\_\_\_

- 8 Jo is the chairperson of the Dance Club. Jo is the secretary of my class. (also / consequently / nevertheless)

\_\_\_\_\_

- 9 Mrs Chan has been a teacher for thirty years, but she doesn't find it boring. She still enjoys teaching a lot. (as a result / besides / on the contrary)

\_\_\_\_\_

\_\_\_\_\_



### Exercise 2

Read the sentences. Circle the correct answers.



- 1 This medicine tastes bitter. ( Also / Yet / Therefore ), it will make you feel better.

- 2 ( In general / Similarly / Besides ), girls tend to be more sensitive than boys.

- 3 The concert was cancelled. ( Moreover / As a consequence / Yet ), tickets were refunded.

- 4 The company is successful. ( Furthermore / In short / Likewise ), it gives back to society.

- 5 Ms Ho explained the answer to me twice. ( But / Also / However ), I still didn't understand it.

- 6 The story was well-written. It was ( in addition / yet / also ) very popular with teenage readers.

- 7 ( However / So / In short ), everyone should care more about the environment.

- 8 The Visual Arts course was very popular with students. ( On the whole / Therefore / Nevertheless ), Mrs Tong has decided to offer the course again next term.

- 9 If you want to lose weight, avoid fatty foods. ( Nevertheless / Similarly / As a result ), say no to any soft drinks.

- 10 It's cold in Japan at the moment, ( so / consequently / on the contrary ) make sure you take some warm clothes with you on your holiday.

### Exercise 3

Frances is writing an entry in her blog. Help her complete the entry with the linking words given. Use each option once only.

also    as a result    however    moreover    nevertheless    similarly

Unfortunately I can't play any musical instruments. <sup>(1)</sup> However, I go to concerts whenever I can. <sup>(2)</sup> \_\_\_\_\_, my friend Joanne is a music lover and loves going to concerts. Last week, we went to a concert given by a famous orchestra from Germany. Actually the tickets were very expensive and neither of us could really afford one. <sup>(3)</sup> \_\_\_\_\_, we decided to go to the concert because we had never seen the orchestra play before. <sup>(4)</sup> \_\_\_\_\_, they were going to play some of our favourite music.

As well as going to concerts, I <sup>(5)</sup> \_\_\_\_\_ listen to a lot of music at home. I buy most of my music on CDs, although I sometimes download it from the Internet instead. I have hundreds of different CDs in my collection. <sup>(6)</sup> \_\_\_\_\_, I always have something to listen to, no matter what mood I'm in!







#### Exercise 4

Miss Choi is speaking to her students in class before the term ends. Are the highlighted words used correctly? If yes, put a tick (✓). If not, write the correct answers in the spaces provided.

Well, term starts again next week. Last term, some of you worked hard <sup>(1)</sup> but some of you didn't. <sup>(2)</sup> In addition, I'm going to tell you about two of my friends, Tom and Don.

Tom's family was poor. They couldn't afford a computer. <sup>(3)</sup> so that Tom couldn't work online at home. <sup>(4)</sup> in short, he studied hard and tried to be a good student. <sup>(5)</sup> As a result, he did well at school. He also showed an interest in everything. <sup>(6)</sup> In general, he joined the Music Club and became a very effective committee member. When he was the club chairperson, the club had more members than ever before.

Don's family was different. <sup>(7)</sup> Due to they were rich, they didn't worry about money. They <sup>(8)</sup> besides liked to show off, so they bought Don everything he wanted. <sup>(9)</sup> Nevertheless, Don was a spoilt child. <sup>(10)</sup> Moreover, he was lazy, and usually handed his schoolwork in late. <sup>(11)</sup> Yet, he seldom revised for tests.

So how are they doing? Well, Tom is happy and successful. <sup>(12)</sup> On the contrary, Don is a failure. He always thought he would get a good job when he left school. <sup>(13)</sup> In addition, he's unemployed now.

<sup>(14)</sup> In short, you must all choose for yourselves. You can all be average students by doing little work. <sup>(15)</sup> Furthermore, by doing a little more work, you can all be really good students!

I'll see you all next week. <sup>(16)</sup> Meanwhile, enjoy the rest of the holidays.

- |           |                   |
|-----------|-------------------|
| 1 _____ ✓ | 2 _____ Therefore |
| 3 _____   | 4 _____           |
| 5 _____   | 6 _____           |
| 7 _____   | 8 _____           |
| 9 _____   | 10 _____          |
| 11 _____  | 12 _____          |
| 13 _____  | 14 _____          |
| 15 _____  | 16 _____          |



#### Exercise 5

Rebecca is writing an essay for her English lesson. Help her complete the essay. Choose the best word(s) to complete each blank and circle the correct letter.

In the past, <sup>(1)</sup> the Internet was invented, young people met their friends at school or at their neighbourhood park. <sup>(2)</sup>, many young people today may have 'friends' they have never actually met in person. Instead, they may have met them online.

Most of our parents did not experience meeting friends this way when they were growing up <sup>(3)</sup> the technology was not around. <sup>(4)</sup>, they worry about the time we spend online.

<sup>(5)</sup>, I understand their concern. There have been so many cases of online 'friends' lying about things <sup>(6)</sup> their age or gender. <sup>(7)</sup>, some have tried to get personal information or even money from others.

<sup>(8)</sup>, it can be interesting to have online friends. We may not attend the same school. We may live far apart. <sup>(9)</sup>, our common interests have brought us close together. <sup>(10)</sup>, it is not surprising to see people develop genuine friendships with their online friends even though they do not have face-to-face conversations.

<sup>(11)</sup>, it is always a good idea to let our parents know who we are chatting with online and let them know if we have any concerns. <sup>(12)</sup>, when talking to someone online, we should not share personal information <sup>(13)</sup> a home address) and we should always think twice before sending photos.

<sup>(14)</sup>, technology gives us interesting new ways to communicate with friends. <sup>(15)</sup> we always need to be careful.



- |   |  |   |
|---|--|---|
| 1 <b>A</b> before<br>B after<br>C before that                 | 2 <b>A</b> In addition<br>B However<br>C As a result       | 3 <b>A</b> besides<br>B so that<br>C because          |
| 4 <b>A</b> Also<br>B As a result<br>C On the contrary         | 5 <b>A</b> On the whole<br>B In addition<br>C For instance | 6 <b>A</b> likewise<br>B and thus<br>C such as        |
| 7 <b>A</b> To summarise<br>B On the contrary<br>C In addition | 8 <b>A</b> Nevertheless<br>B As a result<br>C Similarly    | 9 <b>A</b> Besides<br>B So that<br>C Yet              |
| 10 <b>A</b> Therefore<br>B However<br>C Furthermore           | 11 <b>A</b> Thus<br>B In general<br>C Besides              | 12 <b>A</b> Moreover<br>B Eventually<br>C Even though |
| 13 <b>A</b> although<br>B since<br>C like                     | 14 <b>A</b> Besides<br>B To summarise<br>C Likewise        | 15 <b>A</b> so that<br>B so<br>C but                  |

# 15 Noun phrases

I love *my home* Hong Kong, *one of the safest cities in the world*.

We use noun phrases to give additional information about people or things. Like relative clauses, there are two types of noun phrases: defining noun phrases and non-defining noun phrases.

defining noun phrase  
The *Oscar-winning film* 'The Departed' is on television tonight.

non-defining noun phrase  
'The Departed' is a remake of 'Infernal Affairs', *a Hong Kong film*.

## 1 Defining noun phrases

- 1.1 We use defining noun phrases to explain exactly which people or things we are talking about. We often use them when we mention a person or thing for the first time.

*Famous actor* Sunny Ho travelled to Japan earlier this week.  
He visited *the ancient capital* Kyoto.

- 1.2 Defining noun phrases always come **before** the people or things they describe. We never add commas to separate them from the rest of the sentence.

*My cousin from Canada* Bernard is staying with us this weekend.  
The *Oscar-nominated film* 'Babe' was based on a book by Dick King-Smith.  
(X The Oscar-nominated film, 'Babe' was based on a book by Dick King-Smith.)

## 2 Non-defining noun phrases

- 2.1 We use non-defining noun phrases to give extra information about the people or things we are talking about. Without them, it is still clear who or what we are referring to.

Mr Hung, *a teacher at my school*, was injured while climbing Tai Mo Shan.  
Pearl Court, *a Chinese restaurant in Mong Kok*, closed down yesterday.  
(The meaning of 'Pearl Court closed down yesterday' is still clear)

- 2.2 Non-defining noun phrases come directly **after** the people or things they describe. When they are in the middle of a sentence, we use two commas to separate them from the rest of the sentence. When they are at the end of a sentence, we use one comma.

Evelyn So, *a secondary student from Yuen Long*, is going to study in the US.  
She is going to *Harvard University, one of the best universities in the world*.



## Common errors



We can use defining noun phrases without an article, but in non-defining noun phrases, the article cannot be left out.

- ✓ *Film producer* Jess Li will give a talk today.
- X *Jess Li, film producer* will give a talk today.
- ✓ Jess Li, *a film producer*, will give a talk today.

## Grammar in text

Read the newspaper clippings and answer the questions.

### Old boy returns

Famous inventor Sam Chan introduced some of his latest inventions to students at *his old school, St Matthew's College* yesterday afternoon.

Before Mr Chan left, Head Prefect Terence Hui presented him with a book of photos recording his time at the school.

### A moving story

The human rights film *It's my right!* will be shown in Hong Kong for the first time next week. Tickets are available from the Hong Kong office of Rights International, *a non-profit organisation established in 2002*.

### Magical talk at City Hall

Dr Donald Alexander, the well-known explorer and climate expert, gave an illustrated talk at City Hall yesterday. *Long-time friend and partner Eddie Brown* was with him to sign copies of *their latest book, Antarctica, The Magical Continent*.

- 1 a) Read the highlighted parts. Underline the defining (D) and non-defining (ND) noun phrases. Write the correct letters (D or ND) above them.  
b) Circle the people or things these noun phrases describe.
- 2 As you can see, defining noun phrases are put \_\_\_\_\_ the nouns they describe.  
Non-defining noun phrases are put \_\_\_\_\_ the nouns they describe and are separated by \_\_\_\_\_.

**Exercise 1**

Form sentences with defining noun phrases by putting the words given in the correct order. Then circle the defining noun phrase in each sentence.

- 1 to Canada / Stephen Roberts / is going to / exchange student / return

(Exchange student) Stephen Roberts is going to return to Canada.

- 2 Earth Vision / works / Edina / the environmental charity / for

- 3 the luxurious cruise ship / spent / on / their holiday / Ocean Princess / Mr and Mrs Chan

- 4 was seen / Purple Orchid / the Thai restaurant / a well-known actor / at / last night

- 5 interview / we / Jacqueline Wilson / are going to / the British writer / tomorrow

- 6 the science fiction film / has watched / ten times / Henry / The Matrix

- 7 Anna Sui / in Central / has opened / famous fashion designer / a new shop

- 8 the Greatest Love of All / do you know / who / the well-known song / wrote

**Exercise 2**

Add commas in the appropriate boxes. If no comma is needed, leave the box blank.

- 1 On my way home, I bumped into ☐ Jane ☐ my new classmate.

- 2 The famous singer ☐ Rain ☐ is from Korea.

- 3 Table tennis ☐ my favourite hobby ☐ is lots of fun.

- 4 The popular reality TV series ☐ America's Got Talent ☐ is on TV tonight.

- 5 We had a welcoming party today for ☐ Mr Seale ☐ our new NET from Australia.



- 6 Have you seen ☐ the documentary ☐ Wide Open? It's about the beautiful undersea world.



- 7 My brother is studying at ☐ the University of Hong Kong ☐ a top local university.

- 8 To save the environment, solar energy ☐ a form of renewable energy ☐ should be widely adopted.

**Exercise 3**

Join the following pairs of sentences using non-defining noun phrases.

- 1 This is Mr Tam. Mr Tam is our new Geography teacher.

This is Mr Tam, our new Geography teacher.

- 2 Taxis in Hong Kong run on LPG. LPG is a cleaner fuel than diesel.

- 3 The old Clock Tower was built in 1915. The old Clock Tower is a landmark in Hong Kong.

- 4 Rowan Atkinson plays Mr Bean. Mr Bean is my favourite television character.

- 5 Ian Li has won an international Maths prize. Ian Li is a local secondary two student.

- 6 I enjoy taking visitors to The Peak. The Peak is a popular tourist destination.

- 7 Professor Stephen Hawking gave a lecture in Hong Kong recently. Professor Stephen Hawking is a well-known British scientist.

- 8 Koalas spend most of their time eating and sleeping. Koalas are some of the cutest animals on earth.

# 19 Reported speech



## 1 Introduction

When we want to say what someone said, we can use direct speech or reported speech. We use direct speech to tell what the speaker says exactly. We use reported speech to report what someone tells us.

### Direct speech

'I'm hungry,' said Jack.



### Reported speech

Jack said (that) he was hungry.

'This book is interesting,' said Cathy.



Cathy said (that) that book was interesting.

As you can see from the above examples, when we change direct speech into reported speech, we need to make changes to several things, e.g. pronouns, tenses. The rules will be explained in detail below.

## 2 Reporting statements

When we report what people said (statements), we follow the rules below:

### 2.1 Use a reporting verb

We can use reporting verbs to report what someone says, or to report their ideas and opinions. These verbs are usually in the **simple past** and are followed by a *that*-clause. Below are some common reporting verbs:

Reporting verbs for speaking	add, explain, reply, say, tell
Reporting verbs for thinking and feeling	believe, feel, think

Direct speech: 'I enjoy hiking,' said Paul.

Reported speech: Paul said (that) he enjoyed hiking.

### 2.2 Take away the quotation marks and comma

Direct speech: 'Mr Ko is a good teacher,' added Sue.

Reported speech: Sue added (that) Mr Ko was a good teacher.

### 2.3 Change the tense

Direct speech	Reported speech
Simple present 'I don't want to eat pizza,' said Amy.	Simple past Amy said (that) she didn't want to eat pizza.
Present continuous 'I'm eating pizza,' said Amy.	Past continuous Amy said (that) she was eating pizza.
Simple past 'I ate pizza today,' said Amy.	Past perfect (had + past participle) Amy said (that) she had eaten pizza that day.
Present perfect 'I've eaten pizza,' said Amy.	Past perfect (had + past participle) Amy said (that) she had eaten pizza.
Will 'I'll eat pizza,' said Amy.	Would Amy said (that) she would eat pizza.
Be going to 'I'm going to eat pizza,' said Amy.	Was / Were + going to Amy said (that) she was going to eat pizza.
Can 'I can swim really fast,' said Jim.	Could Jim said (that) he could swim really fast.

See [Appendix 8](#) for more information on reported speech.

The word **that** after the reporting verb can often be omitted.



We do not change the tense if:

- the reporting verb is in the simple present  
Direct speech: 'I **love** you,' Mrs Ho **says** to her son every day.  
Reported speech: Mrs Ho **says** to her son every day (that) she **loves** him.
- the information is true when we report it  
Direct speech: 'I **have** two brothers,' he told me.  
Reported speech: He told me (that) he **has** two brothers.
- a definite year in the past is mentioned  
Direct speech: 'I **visited** Japan **in 2015**,' said Ben.  
Reported speech: Ben said (that) he **visited** Japan **in 2015**.

#### 2.4 Change the pronouns and possessive adjectives

See **Appendix 9** for a full list of pronouns and possessive adjectives.

Direct speech	Reported speech
I / me / my	he / she   him / her   his / her
we / us / our	they / them / their
you	I / he / she / they / me / him / her / them

Direct speech: 'Bob always helps **me** with **my** homework,' said Ellie.

Reported speech: Ellie said (that) Bob always helped **her** with **her** homework.

Direct speech: '**We** enjoyed **ourselves** at the party,' said Jo and Gill.

Reported speech: Jo and Gill said (that) **they** had enjoyed **themselves** at the party.

Direct speech: '**You're** so smart!' Lily said to Nick.

Reported speech: Lily told Nick (that) **he** was so smart.

Direct speech: 'I bought the present for **you**,' May said to Leo.

Reported speech: 'May said **she** had bought the present for **me**,' Leo told John.

#### 2.5 Change the time words

Direct speech	Reported speech
now	then
today	that day
tonight	that night
this afternoon / evening	that afternoon / evening
yesterday	the day before / the previous day
last week	the week before / the previous week
two days ago	two days before
tomorrow	the following / next day
next week / month	the following week / month

Direct speech: 'I'm busy **now**,' said Rachel.

Reported speech: Rachel said (that) she was busy **then**.

Direct speech: 'Daisy told me a big secret **today**,' said Tom.

Reported speech: Tom said (that) Daisy had told him a big secret **that day**.

Direct speech: 'I watched a football match **last night**,' said Tim.

Reported speech: Tim said (that) he had watched a football match **the night before**.

Direct speech: 'I'll be free **tomorrow**,' replied Henry.

Reported speech: Henry replied (that) he would be free **the next day**.

We do not change the time words if the information is still true when we report it.

Direct speech: 'The concert is **next Saturday**,' said Fiona. (said on Monday)

Reported speech: Fiona said (that) the concert is **next Saturday**. (reported on Tuesday)



## 2.6 Change certain words

Direct speech		Reported speech
here	➡	there
come	➡	go
this	➡	that
these	➡	those

Direct speech: 'I've just seen Jane here,' said Kelly.

Reported speech: Kelly said (that) she had just seen Jane there.

Direct speech: 'This dress looks nice,' said Lily.

Reported speech: Lily said (that) that dress looked nice.

Direct speech: 'I'll come home late,' Cathy told her mum.

Reported speech: Cathy told her mum (that) she would go home late.

### Common errors

Note the difference between the reporting verbs *say* and *tell*. *Tell* is always followed by an object, usually a person. If we use *say* with an object, we need to add the word *to* after it.

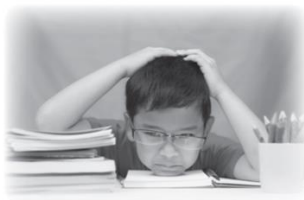
✓ Jack said that he was tired.

✓ Jack told his mum that he was tired.

✗ Jack ~~said his mum~~ that he was tired.

✓ Jack said to his mum that he was tired.

✗ Jack ~~told to his mum~~ that he was tired.



### Grammar in text



Read what the tourist said and the incident report and answer the questions.

Please help me. My name is Tom Yates. I'm lost and I don't know where my friends are. I have to get back to our hotel by six o'clock this evening because we fly back to Australia tonight. I don't have any money left to take a taxi.



#### Incident Report

11th May 20\_\_

At five o'clock in the afternoon, I was on patrol in Mong Kok when a tourist asked for my help. He said his name was Tom Yates. Then he said that he was lost and he didn't know where his friends were. He added that he had to get back to their hotel by six o'clock that evening because they flew back to Australia that night. He explained that he didn't have any money left to take a taxi. I found out where the hotel was and took him there.

PC Helen Chui

- Circle all the reporting verbs in the incident report. They are all in the \_\_\_\_\_ tense.
- Read the underlined words in the tourist's speech. What changes are made to them in the report?
  - my name is → his name was
  - I'm lost → \_\_\_\_\_
  - I don't know → \_\_\_\_\_
  - my friends are → \_\_\_\_\_
  - our hotel → \_\_\_\_\_
  - this evening → \_\_\_\_\_
  - we fly → \_\_\_\_\_
  - tonight → \_\_\_\_\_



### Exercise 1

Change the sentences into reported speech.

1 'Jack and Sam are in Bali now,' said Pat.

Pat said Jack and Sam were in Bali then.

2 'It's going to be hot tomorrow,' added Patsy.

3 'I'll move home soon,' Alice told her best friend.

4 'You've worked too hard,' Mrs Lau told Bill.

5 'My friends are too busy to go out with me,' explained Mike.

6 'Bobby ate all these biscuits!' complained Judy.

7 'I can't see clearly without my glasses,' explained Gloria.

8 'I won't tell you the secret,' Zoe told Ted.

9 'We're having a barbecue at Sai Kung tonight,' said Polly.

10 'I've lost my wallet somewhere here,' said Mum.

11 'I hope I'll find a good job soon,' said Victor.



### Exercise 2

Mrs Tam and her students are chatting during a break. Change their conversations into reported speech.



1 I can't do my Maths problem, Mrs Tam.

2 I'll explain it to you, Sam.

3 I'm going to visit Waterworld Fun Park next week.

4 It's a fantastic place. You'll have a great time.

5 My computer is broken.

6 My brother can fix it for you. We'll go to your flat tonight.

7 My parents are going to buy me a new smartphone.

8 I can't afford to buy a new phone.

1 Sam told Mrs Tam that he couldn't do his Maths problem.

2

3

4

5

6

7

8



### Exercise 3

Read what the people say. Change the sentences into reported speech. Note that in some cases, you do not need to change the tenses or time words.

1 (Pat told Joey)

I have salad for lunch every day.



(Joey said to David)

Pat told me she has salad for lunch every day.

2 (Roy told Gill on 14 July)

We'll go camping next weekend.



(Gill said to Tim on 15 July)

3 (Vicky told her mum in the morning)

The breakfast tastes very good!



(Vicky's mum told her dad in the evening)

4 (Ken brought Heidi to this cafe)

This cafe was opened in 2013.



(Heidi told her sister after she went home)

5 (Tina told Gary on 19 July)

I went to Ocean Park last Sunday.



(Gary said to Joan on 26 July)



### Exercise 4

Read the direct speech below. There are mistakes in some of the reported sentences. Rewrite the sentence if it is incorrect. If the sentence is correct, put a tick (✓).



1 Direct speech: 'I can't find my pen,' said Betty.

Reported speech: Betty told I couldn't find my pen.

Betty said she couldn't find her pen.

2 Direct speech: 'I like playing tennis,' said Martin.

Reported speech: Martin said he liked playing tennis.

✓

3 Direct speech: 'We're going to buy some more drinks,' said the boys.

Reported speech: The boys said that we are going to buy some more drinks.

4 Direct speech: 'I'll take Spot for a walk tonight,' said Joe.

Reported speech: Joe said he would take Spot for a walk that night.

5 Direct speech: 'I went to the cinema yesterday,' Sarah told me.

Reported speech: Sarah told to me that she went to the cinema the day previous.

6 Direct speech: 'This notebook is mine. Yours is on Sue's desk,' Andy told Rose.

Reported speech: Andy told Rose this notebook was him. Mine is on Sue's desk.

7 Direct speech: 'I hurt myself during a hike last week,' said Jeremy.

Reported speech: Jeremy said he had hurt himself during a hike the week before.

8 Direct speech: 'I haven't finished my homework so I can't go out,' explained Peter.

Reported speech: Peter explains he didn't finish homework so he can't go out.

9 Direct speech: 'I'm not coming because my mum isn't feeling well today,' replied Fanny.

Reported speech: Fanny replied she isn't going because her mum isn't feeling well today.

## Unit 8 Voluntary Work



## Warm Up



l-ppc.com/vol.php?ex=362

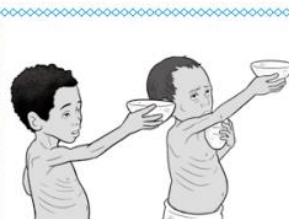
Which of the following groups of people would you like to help? Put ticks (✓) in the boxes provided.



☐ Beggars



☐ Orphans



☐ Poor children



☐ Refugees



☐ The elderly



☐ The homeless



Simon and Linda are talking about the voluntary activities they took part in last summer. Listen to their conversation and complete the notes below. (Track 34)

Which group of people did Linda work with?

(1) a ?

What did she do exactly?

- She played (2) b ? with them.
- She read (3) c ? to them.

Which group of people did Simon work with?

(4) d ?

How has the experience changed Simon?

He has become more (5) e ? than he was before.

Show Answers



Reset



Play Sound



Fast Play Sound



Slow Play Sound



Transcript



GRADED TASK 20



Task 1

# Listening and Giving Short Responses to Questions (5 marks)

You are now watching a YouTube video about Anna Smith, the founder of Dog Rescuers. Listen to the recording and answer the questions below. Please note that you do not need to answer in complete sentences. You now have 30 seconds to study the task.

Show Answers



Reset



Play Sound



Fast



Slow



Transcript

Vocabulary  
Help

Animal group  
Donations  
Mission  
Rescuers  
Stray dogs  
To build  
To rescue  
Treatment  
Vet  
Volunteers

## Anna Smith — Founder of Dog Rescuers



How old is Anna Smith?

(1)

What is the mission of Dog Rescuers?

To rescue (2)   dogs

Where did she find the injured dog in Tai Po?

(3)

What did Anna use the donations for?

To build a shelter for (4)

What does 're-home' mean?

To help dogs (5)





**Skill Focus**

## Following Instructions to Complete a Floor Plan

In the listening examination, you may be asked to complete a floor plan by following the instructions given on the recording.

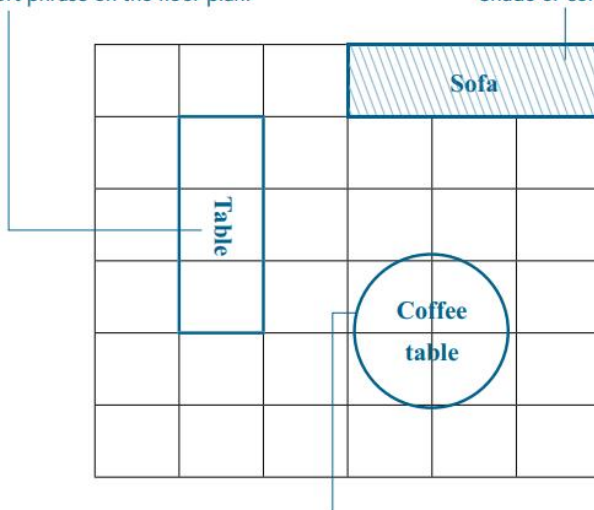
Before you listen, you should ...

- study the floor plan carefully.
- pay attention to the objects that are already on the floor plan (e.g., entrance, exit, door, window or plants).
- predict what you will be asked to draw.

You may be asked to do the following as you listen:

Write a word or a short phrase on the floor plan.

Shade or colour an area or a shape.



Draw shapes like a square, a rectangle or a circle in a specific location.

As you listen, you should pay attention to ...

- the instructions given on the recording.
- the phrases that tell you what to do (e.g., 'Could you write ...?', 'Could you draw ...?').
- the prepositions of location (e.g., 'on top of', 'in the corner', 'in front of', 'next to', 'beside', 'between').

### Exam Tip

Diagram or floor plan completion tasks are quite common in the public examination. This type of task demands your full concentration.

It will be more difficult to complete the task if you miss one of the steps. You should practise this type of task often in order to perfect your skills.

GRADED TASK 21

Task 2

Following Instructions to Complete a Floor Plan

(7 marks)

You are Lisa Wong. You are a voluntary member of a youth centre in your community. You are talking to your centre supervisor, Mr. Ma, about redesigning a multipurpose room at the centre. Listen to the conversation and complete the floor plan of the room below. You now have 30 seconds to study the task.

Show Answers

Reset

Play Sound

Fast Play Sound

Slow Play Sound

Transcript

- Activity desk

PC

Armchair

Sofa

Bookshelf

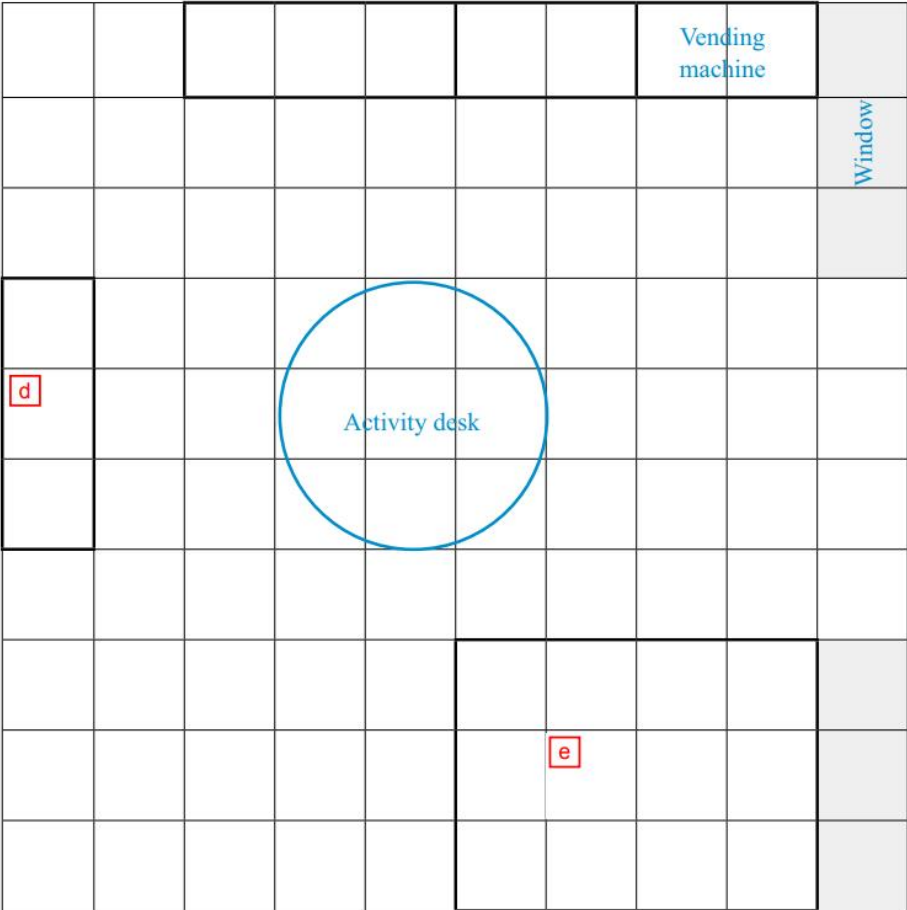
Vending machine

Cupboard

Window

Vocabulary Help
Bottom
Diameter
Multipurpose room
Power outlet
Shaded
To label
Vending machine

Floor Plan of the Multipurpose Room





**Skill Focus**

## Writing Formal Letters

We write formal letters to people whom we do not know very well. When writing a formal letter, you should always use a polite tone.

### Layout of a formal letter — Fully blocked style



Letterhead	<p><b>St. Andrew Secondary School</b></p> <p><i>121 Bonham Road, Hong Kong</i> Tel.: 2525 5222 Fax: 2548 7102</p>
Date	12th September 201( )
Recipient's name	Mr. David Parker
Recipient's job title	Director
Recipient's organisation	Green Solutions
Recipient's address	309 Trust Tower 123 Wan Chai Road Wan Chai, Hong Kong
Formal salutation	Dear Mr. Parker,
Subject line	<b>Invitation to Speak at Seminar</b>
First paragraph: states the purpose of the letter, e.g., to make an enquiry, a complaint, a request	Our school will be holding a seminar at the Kowloon Hotel from 5th to 6th October, 201( ). The theme of the seminar is 'Giving Back to Society'. Approximately 400 guests are expected, comprising mostly of students and teachers as well as some school principals.
Body paragraphs: contain relevant information	We would be delighted if you would accept our invitation to speak on the subject, 'Volunteering Opportunities for Teenagers', on 6th October from 3.30 pm to 4.30 pm.
Keep the letter short and concise	A copy of the draft programme is enclosed. You will be welcome to attend other sessions of the seminar on that day.
Last paragraph: states what action you expect the recipient to take, e.g., to refund, to send you information, to contact you	We look forward to hearing that you can accept our invitation. If you do accept, please let us know if you need any audiovisual equipment.
Complimentary close	Yours sincerely,
Sender's signature	<i>Mark Lee</i>
Sender's name	Mark Lee
Sender's designation	Principal

## Title and Addresses



If there is no letterhead, you should write the sender's address at the top of the page.

### 1. British style

In British English, the sender's address should appear on the top right-hand side of the page, with the date underneath.

12A Phoenix Mansion  
128 Nathan Road  
Kowloon, Hong Kong

12th December 201( )

Mr. Tom Baker  
Chairperson  
Parent-Teacher Association  
PO Box 1234, Hong Kong

### 2. Fully blocked style

The sender's address appears on the top left-hand side of the page, right above the recipient's name, title and address.

12th December 201( )

12A Phoenix Mansion  
128 Nathan Road  
Kowloon, Hong Kong

Mr. Tom Baker  
Chairperson  
Parent-Teacher Association  
PO Box 1234, Hong Kong

### Exam Tip

Some writing tasks do not require you to write the addresses and the date, so make sure that you read the instructions carefully.



## Salutation



First names are not normally used in formal letters. We use the first name of a person in a formal letter only if we have a good relationship with him/her. If you know the last name of the person, you may begin the letter using the following:

- Dear Mr. Chan
- Dear Mrs. Parker
- Dear Miss Leung
- Dear Ms. Wong

If you are writing your letter to a specific job title because you do not know the name or gender of the recipient, you may begin the letter using ...

- Dear Sir or Madam
- Dear Sir/Madam

If you are writing to a company with no specific person in mind, you may begin the letter using ...

- Dear Sirs

## Complimentary Close

The preferred complimentary close for most formal letters is ...

- Yours sincerely (for the recipient whose name you know)
- Yours faithfully (for the recipient whose name you do not know)

## Salutation and Complimentary Close

Letter addressed to	Salutation	Complimentary close
The supervisor The manager	Dear Sir or Madam Dear Sir/Madam	Yours faithfully
Students or parents	Dear Students Dear Parents To Whom It May Concern	Yours faithfully
Mr. Ian Smith Mrs. Angela Wong Miss Cindy Fung Ms. Julia Brown	Dear Mr. Smith Dear Mrs. Wong Dear Miss Fung Dear Ms. Brown	Yours sincerely
ABC Company	Dear Sirs	Yours faithfully

Common phrases which you can use to begin your letter:

- *I am writing in reply to your letter dated ...*
- *I am writing in response to your advertisement ...*
- *I am writing to inform you / invite you / ask you about ...*
- *I am writing to request more information about ...*





### Task 3

## Writing a Formal Letter (18 marks)

### Situation



Show Answers



Reset



You are Daisy Leung, a Secondary 2 student at St. Margaret Secondary School. You are the chairperson of the school Social Service Club. Your club wants to take part in a tree-planting event.

You will listen to a meeting between Mr. Brown and yourself about the event.

Before the recording is played, you will have five minutes to study the Question-Answer Book and the Data File to familiarise yourself with the situation and the task.

Complete the task by following the instructions in the Question-Answer Book and on the recording. You will find all the information you need in the Question-Answer Book, the Data File and on the recording. As you listen, you can make notes on page 1 of the Data File.

You now have five minutes to familiarise yourself with Part B and the Data File.

Complete the letter using information from the Data File and your notes. Write around 120 words.

### St. Margaret Secondary School

127 Bonham Road, Hong Kong

Tel.: 2815 7711 Fax: 2824 5000

13th February 201( )

Mr. Nelson Wood



I am writing on behalf of the \_\_\_\_\_ of \_\_\_\_\_  
\_\_\_\_\_ School. The members of our club would like to take  
part in \_\_\_\_\_  
on \_\_\_\_\_.

There will be \_\_\_\_\_ in our  
group. We would like to go to \_\_\_\_\_  
from \_\_\_\_\_ to \_\_\_\_\_.

Could you please let us know \_\_\_\_\_?  
\_\_\_\_\_?

Will each participant receive \_\_\_\_\_?  
\_\_\_\_\_?

I look forward to \_\_\_\_\_.  
\_\_\_\_\_. Thank you for your kind attention.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Unit 8 Task 3

**Data File****Contents**

	Page
1. Listening note-taking sheet for the meeting .....	1
2. Name card of Nelson Wood .....	2
3. Email from Mr. Brown to Daisy Leung .....	2
4. WhatsApp messages between Mr. Brown and Daisy Leung .....	3
5. Website of Happy Trees .....	3
6. Locations and available time slots .....	4

DF 1 Listening note-taking sheet for the meeting

(Task 3)

Show Answers

Reset

Play Sound

Fast  
Play Sound

Slow  
Play Sound

Transcript

**Things to include in the letter to Happy Trees**

The members of our club a ?  
in one of your b ?

**Date**

c

**State the following in the letter**

• Which d ?

• e ?

Choose the f ? time slot

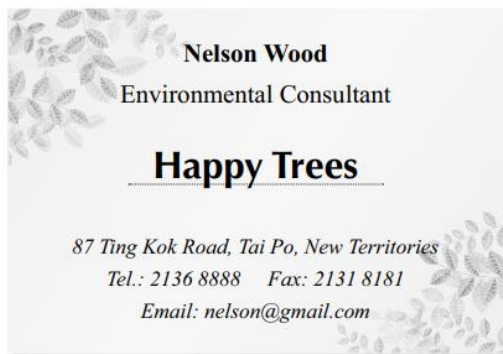
**Number of participants**

g



## DF 2 Name card of Nelson Wood

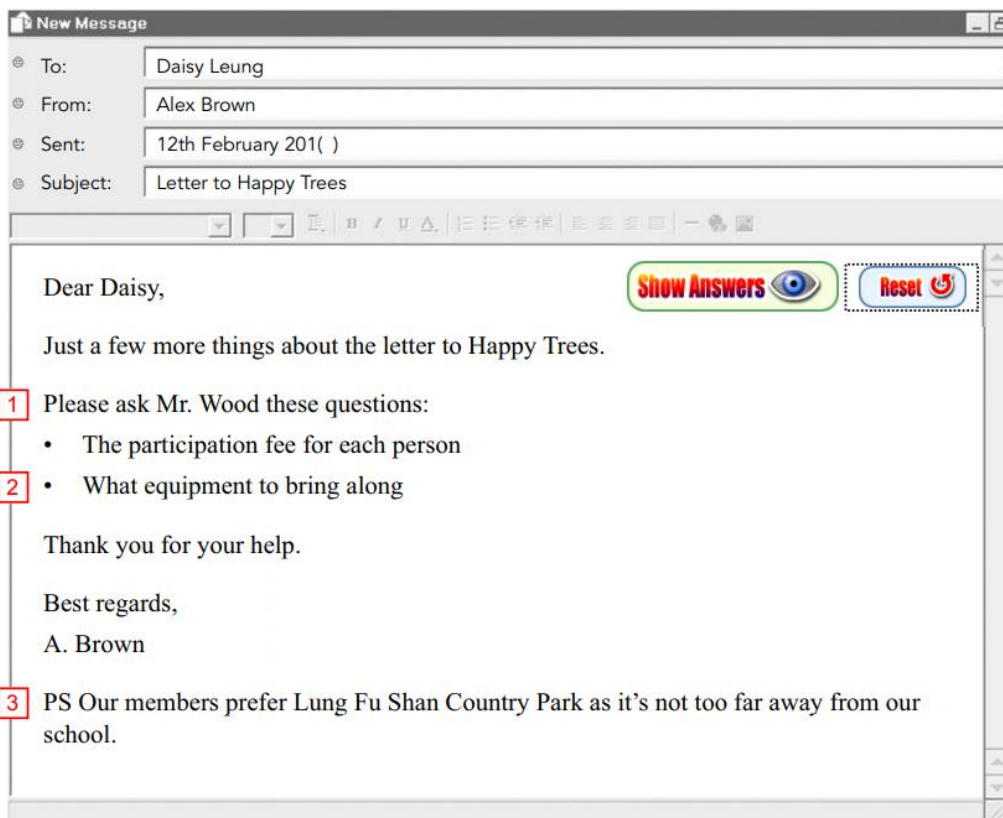
(Task 3)



Daisy,  
Here's the name card of Nelson  
Wood. Please address the letter to  
him.  
A. Brown

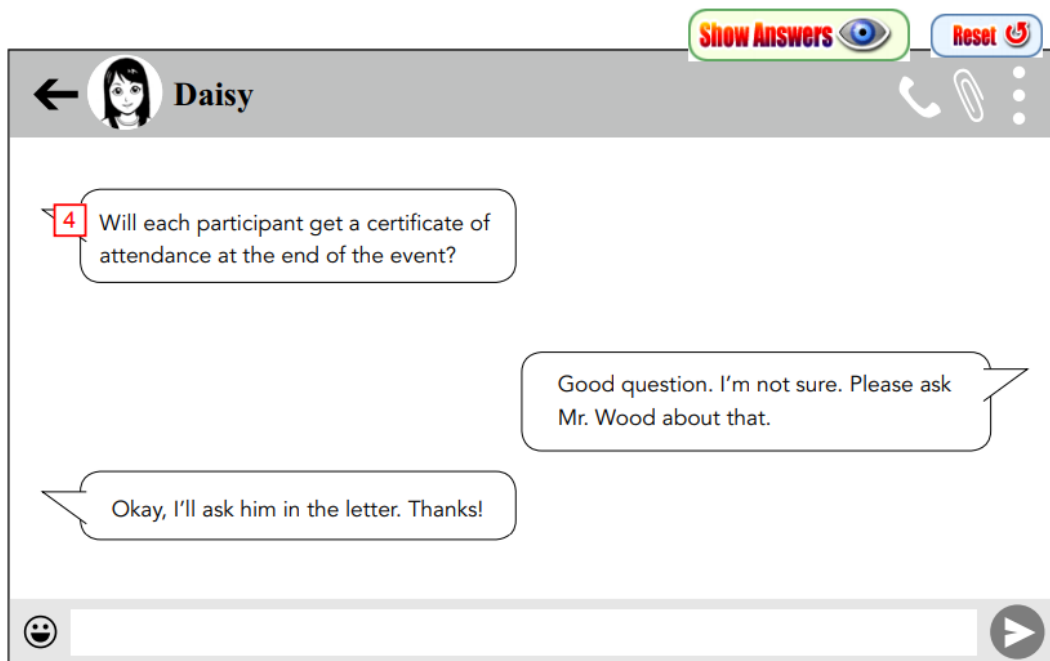
## DF 3 Email from Mr. Brown to Daisy Leung

(Task 3)



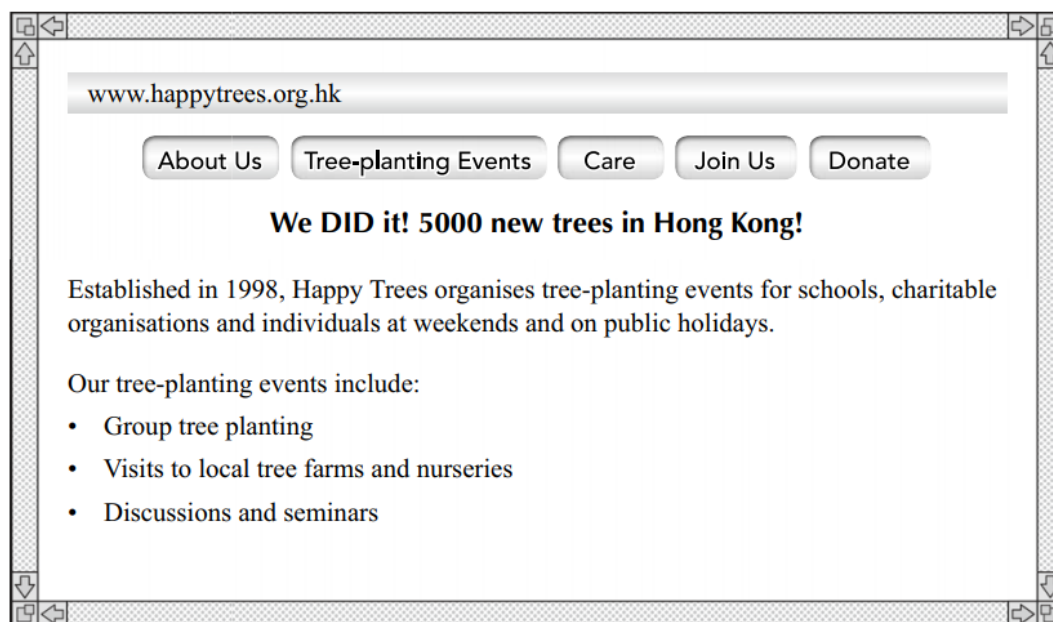
DF 4 WhatsApp messages between Mr. Brown and Daisy Leung

(Task 3)



DF 5 Website of Happy Trees

(Task 3)



## DF 6 Locations and available time slots

(Task 3)

Show Answers Reset 

www.happytrees.org.hk

[About Us](#)
[Tree-planting Events](#)
[Care](#)
[Join Us](#)
[Donate](#)

Country Park	Tree-planting Time Slot 1	Tree-planting Time Slot 2
Sai Kung East Country Park	9.00 am – 12 noon	2.00 pm – 5.00 pm
Pat Sin Leng Country Park	10.30 am – 12.30 pm	4.30 pm – 6.30 pm
Tai Lam Country Park	10.30 am – 1.00 pm	2.30 pm – 5.00 pm
Lung Fu Shan Country Park	5 9.30 am – 12.30 pm	2.30 pm – 5.30 pm

*Join our next major tree-planting event!*

THIS IS THE LAST PAGE OF THE DATA FILE