S3 English Summer Assignment 2005 – 2006
Secondary Three to Secondary Four

(II) Assignment 2: (Grammar Exercises)

KEY

(A) Indefinite adjectives

Exercise 1
Complete the sentences using some, any, anybody/anyone, somebody/someone, no one/nobody, something, anything, none, nothing.

1. There are some people outside who want to see you. I don’t think there isn’t anybody in the crowd that looks familiar. You’ll have to go with someone to help you.

2. I like some water sports, but not all of them. Some are too dangerous while some are very safe. I’d like to try sports that will be both safe and exciting. I don’t want anything to happen to me if I do sports.

3. ‘Could I have some more coffee, please? And some cream?’
   ‘Yes, of course. We’ve got some here but we’ve run out of cream.’
   ‘Do you have anything/something to make it sweet then? Like sugar?’
   ‘I’m afraid we have none. We don’t serve anything sweet here. That’s why it’s called Black Coffee Corner.’

4. Can you buy some butter when you go to the shops? There’s hardly any left and there’s nothing here to put the rubbish in. There isn’t anything here either to slice the bread. Do you have any money? Would you like me to lend you some?

5. Someone is holding a party tomorrow. Do you know anything about it? Nobody/no one told me!
   How frustrating! I just found out that some of our classmates are going and bringing something to eat. Do you think I can go?

(B) Comparatives

Exercise 2
Maria is a foreign student in London. She is speaking about the problems of learning English.

Complete what Maria says using comparatives of the adjectives in brackets with much/far/many/less; add than where necessary. You may need to change the words in the brackets into adverbs.
‘Oh, why is English such a difficult language! I think it’s much more difficult than (difficult) French. Sometimes I feel that my English is much worse than (bad) before and I read much more slowly (slow). When you first start learning English, it seems much less difficult than (difficult) other languages and the grammar looks much simpler (simple). However, later, it gets much easier (easy). I need to work much more carefully (careful). There are also so many words in English! The dictionary I bought when I first came to Britain is much smaller than (small) the one I have in Hong Kong. I’m already looking for something much bigger (big) and much simpler (simple) to read.

(C) Be used to and Used to

Exercise 3
Put the verbs in brackets into the correct form with be used to + v-ing or used to + inf: You may have to change them into negative form.

   e.g. When I was younger, I used to play (play) a lot of football. Now I never play.

   1. I need help. I am not used to working (work) on my own.
   2. My parents used to live (live) in London, but now they live in Bristol.
   3. Bruno is Italian, but he has lived in London for over 5 years. He is used to eating (eat) English food now, but when he first arrived in England he didn’t like it very much.
   4. Mike found Africa strange at first. He was not used to living (live) in such a hot climate.
   5. I normally go to bed at about 10 o’clock. I am not used to staying (stay) up late.
   6. I used to work (work) on a farm once and had to get up at 5 o’clock every morning. It was difficult at first because I wasn’t used to getting (get) up so early.

(D) Wh + to-inf.

Exercise 4
Complete the sentences with wh + to inf.

   e.g. This exercise is difficult. I don’t know what to do. (do)

   1. This exercise is difficult. I don’t know how to do (do) it.
   2. Could you help me, please? I’ve forgotten what to say (say) in my presentation.
   3. When I was young I didn’t know how to ski (ski). Now I’m an expert.
   4. We got lost because we couldn’t figure out how to read (read) the French map.
   5. I went to the supermarket, but I couldn’t decide what to buy (buy) for the party.
   6. Some people find it difficult to decide what to wear (wear) to parties.
   7. Have you decided where to go (go) on holiday?
8. I can never decide which CD to pick (pick) when I’m in HMV. There are so many choices.
9. I don’t know how to ride (ride) a bicycle. No one has ever taught me,
10. The guide can show us where to buy (buy) souvenirs and give us advice on which souvenirs to get (get).
11. It was difficult finding your flat. Fortunately, we met someone who knew how to get (get) there.
12. A lot of people use computers nowadays, but very few actually know who to use (use) them.

Exercise 5
Sally and Bonnie are arguing over their project. Complete their conversation with ‘wh’-words and the ‘to’-infinitives and the verbs from the word box.

<table>
<thead>
<tr>
<th>ask</th>
<th>choose</th>
<th>contact</th>
<th>do</th>
<th>find</th>
<th>work</th>
</tr>
</thead>
</table>

**Sally:** What information have you gathered about our project?

**Bonnie:** I’ve found nothing useful. I really don’t know (1) where to find (find) the right information.

**Sally:** You must be joking! I gave you lots of useful web sites. Don’t tell me you don’t know (2) what to do (do) with them.

**Bonnie:** Don’t shout at me, Sally. You gave me nearly fifty web sites. How do you expect me to know (3) which web site (site) to choose (choose)? There were so many of them!

**Sally:** Well, you need to click on some of them to decide. If you had any problems, you should have known (4) who to ask (ask) for help. Both John and I offered to help you.

**Bonnie:** But I couldn’t find you or John last week, and no one knew (5) how/where to contact (contact) you. You weren’t answering your mobile phones.

**Sally:** John and I went to Macau last week to gather more information for the project. Well, next time, I’m not going to do a project with you.

**Bonnie:** That’s fine with me. I don’t know (6) how to work (work) with someone who’s so unfriendly.
Exercise 6
*Jenny talked to a group of tourists. Rewrite what she said using ‘It is’ + adjective + ‘that’.*

1. All tourists can choose the places they want to visit. We think this is essential.
   *It is essential that all tourists choose the places they want to visit.*

2. There are a lot of beautiful spots in Hong Kong. It is true.
   *It is true that there are a lot of beautiful spots in Hong Kong.*

3. Some tourists are cheated by dishonest salespeople. This is unfortunate.
   *It is unfortunate that some tourists are cheated by dishonest people.*

4. All Hong Kong people make the tourists feel welcome. This is essential.
   *It is essential that all Hong Kong people make the tourists feel welcome.*

5. There are fewer tourists coming to Hong Kong. This is worrying.
   *It is worrying that there are fewer tourists coming to Hong Kong.*

Exercise 7
*Cecilia and her friends are sharing their plans for the holidays. Help them to write down their ideas using ‘It is / ’It’s’ + adjective + ‘for ...’ + ‘to’-infinitive.*

1. We have to plan our holiday well. It’s important.
   *It is important for us to plan our holiday well.*

   *It is easy for my sister to book air tickets for us.*

3. Our parents don’t have to worry about our safety. It isn’t necessary.
   *It isn’t necessary for our parents to worry about our safety.*

4. Peter must bring his camera. It’s essential.
   *It’s essential for Peter to bring his camera.*

5. My father can find a good travel agency. It isn’t difficult.
   *It isn’t difficult for my father to find a good travel agency.*
(F) Participle Phrases

Exercise 8
Rewrite the sentences, beginning with a present or past participle phrase.

  *e.g.*  *Harry felt bored so he turned on the TV, → Feeling bored, Harry turned on the TV.*

1. I fell ill because I didn’t have enough sleep.
   *Not having enough sleep, I fell ill.*

2. Because I was too tired, I fell asleep.
   *Being too tired, I fell asleep.*

3. When I saw that it was raining, I rushed to get my umbrella.
   *Seeing that it was raining, I rushed to get my umbrella.*

4. I didn’t know what to do, so I did my homework.
   *Not knowing what to do, I did my homework.*

5. While I was doing my homework, I realized it was late.
   *Doing my homework, I realized it was late.*

6. When I realized that it was late, I phoned to see if my mother was all right.
   *Realizing that it was late, I phoned to see if my mother was all right.*

7. I was confused so I asked the teacher for help.
   *Confused, I asked the teacher for help.*

8. I didn’t go to the party because I was not keen on seeing Tommy.
   *Not keen on seeing Tommy, I didn’t go to the party.*

(G) *a, an, the*

Exercise 9
*Miss Chan is giving instructions to her class about an English project. Complete her instructions by adding articles in the spaces. If no article is needed, put a cross (X) in the space.*

I would like you to do a survey on your schoolmates’ daily habits. In your project, try to find out how many come to (1) *X* school on foot, how many come by (2) *X* bus and how many use (3) *the* MTR.

Find out also what activities they like to do best at (4) *X* home and what activities they do most often at (5) *the* weekend.

After collecting all (6) *the* information, you should write (7) *a* report and hand it in during (8) *the* first week of June.
**Exercise 10**

Jane is talking on the phone to her niece Betty. Complete their conversation below using the correct form of the verbs in brackets.

**Jane:** Hi, Betty. Where **(1)** have you **been** (be)? I’ve been trying to call you all day, but your mobile phone was switched off.

**Betty:** If you **(2)** had called (call) me at work, you would have been able to reach me, Auntie Jane.

**Jane:** Oh, I wish I **(3)** had remembered (remember) that you were at work today. I’ve been so worried!

**Betty:** Why? Is everything OK?

**Jane:** **(4)** Have/Haven’t you **read** (read) the newspaper yet?

**Betty:** No, I haven’t. I was in a hurry this morning so I forgot to buy one. If I **(5)** had left (leave) home earlier, I **(6)** would have bought (buy) one. Did something happen?

**Jane:** Yes — there was a break-in at your housing estate. When I **(7)** read (read) about it in the newspaper this morning, I got really worried that something had happened at your flat.

**Betty:** Auntie Jane, if something **(8)** had happened (happen), I **(9)** would have called (call) you immediately. When did the break-in happen?

**Jane:** The article said that, late last night, a woman **(10)** had been (be) asleep when a noise woke her up. She thought that she **(11)** had forgotten (forget) to turn off the TV in the sitting room before she went to bed, so she **(12)** got up (get up) to turn it off. However, entering the sitting room, the woman **(13)** saw (see) a man climbing out of a broken window with a large bag.

**Betty:** Oh my goodness! What did the woman do? If I **(14)** had seen (see) a burglar in my flat, I would have screamed.

**Jane:** The reporter asked the woman if she **(15)** had tried (try) to stop the burglar, but she said she **(16)** had been (be) too terrified to do anything.

**Betty:** **(17)** Have the police **caught** (catch) the burglar yet?

**Jane:** No, the burglar **(18)** had escaped (escape) by the time the police arrived.

**Betty:** Oh no! I wish you **(19)** hadn’t told (tell) me about this. I’ll never be able to fall asleep tonight!

**Jane:** I **(20)** know (know) that you prefer sleeping at home, but why don’t you stay at my flat tonight?

**Betty:** I’ll be right over!

**Exercise 11**

Read the following story. Decide which of the choices would best complete the story if inserted in the blanks. Circle the letter.

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**Crazy Candy**
On Saturday morning, Candy woke up smiling. ‘I can’t believe it’s finally here!’ she thought to herself. Candy **(1) had been** excited for her school reunion since she **(2) had received** the invitation. When she was in school, Candy was the class clown. Having pink and orange hair, lots of students at the international school **(3) recognised** fun of her. They **(4) called** her Crazy Candy.

After the invitation **(5) had been**, Candy went shopping. Seeing an outfit in a shop window, Candy **(6) stopped** walking. ‘If I buy this, nobody **(7) will stop** me!’ Candy exclaimed. Inside the shop, the sales assistant **(8) showed** Candy the outfit in orange. ‘I don’t like to wear orange,’ Candy told the assistant. After Candy **(9) had bought** the outfit — in black — it was time for the hairdresser’s. Sitting in the hairdresser’s chair, Candy **(10) was making** to get a new style.’ The hairdresser told Candy her plans to give her a whole new look. ‘I wish I **(11) hadn’t** done this when I was still at school,’ Candy said. ‘If I **(12) had wanted** my hair earlier, I wouldn’t have had such a miserable time at school.’

Before leaving for the reunion, Candy looked at herself in the mirror. ‘I **(13) want** to see the look on their faces when I walk in!’ Candy thought. However when Candy opened the hall doors, she couldn’t believe her eyes. ‘I wish I **(14) had wanted** my camera,’ Candy said to an old classmate — whose hair was dyed bright orange.
Exercise 12

Mike is writing in his diary. There is one mistake in each numbered line. Correct the mistakes. Cross out an unnecessary word. Underline a word that is incorrect and write the correct word above it. Mark the position of a missing word with a ^ and write the missing word above it.

20th July

1 I finally met my Singaporean pen friend Chris today. I had been to waiting three months to meet Chris — since we start writing to each other. Last month, we planned this visit. Chris ^ going to come to Hong Kong for five days during the summer holidays. He ^ never been to Hong Kong before.

2 After been waiting for so long, I was very excited to meet Chris. This morning, had I got up early and got ready quickly. After I have got dressed, I went to the kitchen. Mum ^ making breakfast. Without even turning round, Mum told me to get dressed. I had told her that I was already dressed. Then Mum asked if I made had already make my bed too. I told her yes. I couldn’t wait to meet Chris. had

3 leave Mum said that we would left for the airport at 9.30, so I had to wait half an hour. arrived

4 The traffic on the way to the airport was quite bad. When we finally arrive, the plane ^ already landed. I told Mum that if we had left earlier, we wouldn’t have be missed Chris. That’s when I realised that I know how to recognise sent Chris. He had never send me his photo.

5 asked Mum and I waited by Arrivals Door B. ‘I wish you had asking for a photo, had Mike,’ Mum said. I wished I ^ asked for one too. Then I felt a tap on my shoulder. When I turned round, a girl has smiled at me and said hello. It was had
Chris! My mouth fell open, and I looked up at Mum. I have never asked if Chris be a boy or a girl! We all had a good laugh over my mistake.

Tomorrow I’ll wrote and ask my English pen friend Sam to send me a photo.

(I) Conditionals and expressing what we wish

Exercise 13
Rewrite these sentences as conditionals in the first part and use “wish” in the second part.

e.g. I’m ill, so I can’t play basketball.
    If I wasn’t ill, I could play basketball.
    I wish I wasn’t ill.

1. I haven’t enough money, so I can’t buy it.
    If I had enough money, I could buy it.
    I wish I had money.

2. She’s not nice, so she won’t get any sweets.
    If she were nice, she would get some sweets.
    She wishes she were nice.

3. We haven’t much time so we can’t wait for him.
    If we had much time, we could wait for him.
    We wish we had much time.

4. He’s so big that he can’t fit.
    If he weren’t so big, he could fit.
    He wishes he were not so big.

5. They didn’t have a map so they couldn’t find the way.
    If they had had a map, they could have found the way.
    They wish they had had a map.
6. It was so cold we can’t go out today.
   If it had not been so cold, we could go out today.
   I wish it had not been so cold.
7. They don’t know the way so they need to buy a map.
   If they knew the way, they wouldn’t need to buy a map.
   They wish they knew the way.
8. Oh dear! I forgot to check my answers. I’ll have to stay after school again.
   If I had not forgotten to check my answers, I wouldn’t have to stay after school again.
   I wish I had not forgotten to check my answers.

Exercise 14
Lily has written an e-mail message to her pen friend John about her day at Ocean Park. There are ten mistakes. Underline a word that is incorrect and write the correct word above it. Mark the position of a missing word with a ^ and write the missing word above it.

From: Lily Tam <lili_tam@yahoo.com>
Sent: Friday, 22nd June, 10:55 p.m.
To: John <johnkwong@netvigator.com>
Subject: a terrible day at Ocean Park

Dear John

   had
I wish I was stayed at home today because so many things went wrong! It all
started when I took my Canadian cousin, Sam, to Ocean Park. He only had
Canadian money, so I had to pay for two tickets. I wish he ^ changed some of
his Canadian money! I then took him straight to the Giant Panda Habitat and he
done
started throwing chocolate over the barrier! I wish he hadn’t did that because
we were almost thrown out!

Later, we went on the Abyss, where he pushed to the front of the queue. I was
he / Sam
really embarrassed. I wish ^ weren’t such a rude person. Anyway, he said he
didn’t like the Abyss and wasn’t having a good time. To cheer him up, I took
him for ice cream and he ate five cones. After that, I took him on the roller
told
told coaster. He was sick on the ride. I felt bad. I wish I had tell him not to eat so
much, but then he blamed me for getting sick! That made me really angry.

I almost started to cry, but I didn’t want him to see that! I really wish he be
Still, wanting to be nice, I asked him if he wanted to go home. He didn’t and by the time we left, the last bus had already gone. I wish there were more buses!

Then, since we were late getting home, my parents yelled at me. Sometimes I wish I were more understanding. Maybe it’s my fault because I am too polite.

Sometimes I wish I were a stronger person, John. Then I could tell people like Sam to behave better!

Sorry to bother you with this. Take care.

Lily

(J) Gerunds and to-infinitives

**Exercise 15**

A student is writing a letter to the problem page of ‘Teen Times’. Complete the letter below using the gerund or ‘to’-infinitive form of the verbs from the word box. Use each verb once only.

<table>
<thead>
<tr>
<th>bully</th>
<th>complain</th>
<th>follow</th>
<th>go</th>
<th>let</th>
</tr>
</thead>
<tbody>
<tr>
<td>speak</td>
<td>stay</td>
<td>stop</td>
<td>talk</td>
<td>tell</td>
</tr>
</tbody>
</table>

Dear Doctor Nancy,

I’m really unhappy at school. An older boy keeps bullying me. He often hits me and he sometimes makes me give him all my money. He says horrible things to me too. For example, last week, he told me that he plans to follow me home after school one day so he can steal things from me. I’ve asked him to leave me alone several times, but he says if I don’t stop complaining he’ll bully me more. The situation is so bad now that I don’t want to go to school anymore. Maybe I’ll start staying home from school more often.

I know that I need to speak / talk to an adult about this but I’m not sure who to talk to. Last week, one of my friends suggested telling our class teacher, Miss Yeung, but I don’t want to let her know what is happening. I’m worried that
she’ll decide (9) **to talk / speak** to the bully and that he’ll be annoyed and bully me more.

I want him (10) **to stop** bullying me, but I don’t know what to do. Can you help me?

Unhappy in Lam Tin

(K) Indirect questions

**Exercise 16**

Miss Chan is taking her class out for a surprise visit. The students and the class assistant have a lot of questions to ask. Help them to turn their questions into indirect questions.

Where are we going now?

I wonder (1) **where we are going now**.

How far is it from our school?

I would like to know (2) **how far it is from our school**.

When can we go back?

Can you tell me (3) **when we can go back**?

Why is Miss Lee so upset?

Do you know (4) **why Miss Lee is so upset**?

Where is Tommy? Who is Tommy’s partner?

Can anyone tell me (5) **where Tommy is**?

I want to know (6) **who Tommy’s partner is**.

Why is everybody so upset?

Can you explain (7) **why everybody is so upset**?
Exercise 17

Cathy is talking with her friend Rick. Complete their conversation below. Think of one word for each blank which best completes the meaning. Write the words in the spaces provided.

Cathy: I’m happy to see you, Rick. I’m having problems with my Maths homework. (1) you help me?

Rick: We’re not in the same class, Cathy. You should ask (2) in your own class.

Cathy: I can’t — they’re all (3) busy with their own homework that they don’t have time to help me.

Rick: Is there (4) in your class who can help you?

Cathy: No, there isn’t. (5) should I do?

Rick: Maybe you should ask your brother. He (6) help you.

Cathy: Don’t be silly. He’s (7) stupidest student in the school. He knows (8) about Maths.

Rick: That’s not true. (9) something has changed, your brother is very good at Maths. Why (10) you having problems? You (11) to enjoy Maths in primary school.

Cathy: I know, but now I have too (12) homework and not enough time. It’s difficult (13) me to find time to do all my work.

Rick: In that case, it’s important (14) you talk to your Maths teacher. (15) you talk to your teacher about it, she’ll just continue (16) give you too much work.

Cathy: You’re right, but I’m scared of my teacher. When she gets angry, she turns red and shouts (17) loudly than my mum! I don’t think she’s (18) to students asking for less homework.

Rick: That is scary. Good luck, Cathy.

Cathy: Thanks — I need it!

END OF PART II

Well done! You’ve finished doing your summer assignment!