

SPRING 2025

# Louis's English Course

## Essential Grammar Training

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**Name:**

**Created by Louis T**

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## How to use this book

Humans are better at doing than understanding.

Because of that, you won't be able to grasp the grammar knowledge unless you actually use it in real life. To do so, you need a system that lets you practice using English.

Tips for building a good system:

- Ask me a lot more questions (this is a good place to start )
- Text me or your friends in English
- Listen to and read something in English for at least 30 minutes every day
- Treat your daily quiz seriously
- Do the exercise that I designed for you
- Repeat, repeat, and repeat!

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## Introduction

To all my gorgeous DSE fighters,

Over the past few months, I have failed as a tutor because I probably didn't help you improve your English. You know, I had thought that I could help my students improve until I found out the truth in the past few weeks. Yet, despite my failure, most of you still trust and even look up to me as a reliable figure. This makes me feel guilty and despondent.

Moving on, I only hope I can be more useful to you until the DSE. In the next few weeks, you are going to receive a series of well-planned guides and lectures that aim to help you improve your grammar knowledge, listening, reading, speaking, and writing. This is one of them!

Even though I have always been thinking about whether I should quit teaching for good, I know I can't give up just yet because I promised to go through the DSE with you. Until you give up on me, I am going to keep my promise till the very end and will try my best in bringing out the best in you. After the DSE, I genuinely hope you and I will be moving on to a better chapter in life, and when you look back in the future, hopefully you will have found our DSE journey means something to you. No matter what the future holds, I just want you to know that the moments we shared and are going to share with each other are always going to mean something special to me.

Now, let's get ready for our final push and aim as high as we can. Would you join me for our one last dance?

Yours truly,

Louis

This letter was written at CUHK

# Tenses Overview

## 9 Tenses in English

	Simple	Continuous	Perfect
<b>Past</b>	+ ed  描述過去的事  描述虛構/假設的事	was / were + ( v + ing )  通常會配when / while  要有兩個事件 (一個持續時間較長, 另一個持續時間短)	had + pp  要有兩個事件 (一個先發生, 一個之後發生)  先發生的是事件會用  had + pp 去描述
<b>Present</b>	simple form  + s / es  描述事實或習慣	is / am / are + ( v + ing )  正在發生的事  <b>Special case*</b>  描述即將發生的事  is / am / are + going to + v	have / has + pp  站在現在這刻去描述已經完成的事  那件已經完成的事對現在還有影響力
<b>Future</b>	will + v  描述將來可能發生的事	will + be + ( v + ing )  描述將來可能會持續進行一段時間的事	will + have + pp  描述在將來某一刻之前已經完成的事

### Notes

不要把 passive voice (be + pp) 當成 tenses

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## Tenses Exercise 1

### Verb that you should know

ignore / deny / concern / worry / terrify / buy / bring / strengthen / overwhelm / intensify / command / require / supercede / pervade / influence / organize / fly / attempt / dispute / argue / arrange / allocate / mitigate / surround / drive / ride / study / mend / manipulate
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### Use the verbs above to write six sentences using at least 6 different tenses


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## Check your understanding

Explain all 9 tenses to me

### 9 Tenses in English

	Simple	Continuous	Perfect
Past			
Present			
Future			

Extra Space

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## Tenses Exercise 2

Write more sentences


### Tips to remember

- You don't have to remember all the tenses to get a level 3
  - But you need to remember at least 5- 7 of them
- You don't have to use all the tenses in your writing
  - Using them correctly is more important
- You can only master all the tenses if you use them frequently
  - Practice is the key

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## Tenses Exercise 3 [DSE 2017 RP Part A]

### The Myth of Recycling

[1] If you \_\_\_\_\_ (live) in the United States, you probably do some form of recycling. It's likely that you \_\_\_\_\_ (separate) paper from plastic, glass and metal. You \_\_\_\_\_ (rinse) bottles and cans, and you might \_\_\_\_\_ (put) food scraps in a container destined for a composting facility. As you \_\_\_\_\_ (sort) everything into the right bins, you probably assume that recycling is \_\_\_\_\_ (help) your community and protecting the environment. But is it? Are you in fact \_\_\_\_\_ (waste) your time?

[2] In 1996, I \_\_\_\_\_ (write) an article arguing that the recycling process as we carried it out \_\_\_\_\_ (be) wasteful. I \_\_\_\_\_ (present) plenty of evidence that recycling was costly and ineffectual, but its defenders \_\_\_\_\_ (say) that it was unfair to rush to judgment. Noting that the modern recycling movement \_\_\_\_\_ (really just begin) a few years earlier, they \_\_\_\_\_ (predict) it would flourish as the industry \_\_\_\_\_ (mature) and the public learned how to recycle properly.

[3] So, what \_\_\_\_\_ (happen) since then? While it is true that the recycling message \_\_\_\_\_ (already reach) more people than ever, when it \_\_\_\_\_ (come) to the bottom line, both economically and environmentally, not much has changed at all.

[4] Despite decades of initiatives, it is still typically more expensive for local governments to recycle household waste than to send it to a landfill. Most recycled materials are exported, and the prices for these materials \_\_\_\_\_ (plummet) because of lower oil prices and



\_\_\_\_\_ (reduce) demand for them overseas. The slump has forced some recycling companies to shut plants and cancel plans for new technologies.

[5] The future for recycling \_\_\_\_\_ (look) even worse. As cities \_\_\_\_\_ (move) beyond recycling paper and metals, and into glass, food scraps and assorted plastics, the costs \_\_\_\_\_ (rise) sharply while the environmental benefits \_\_\_\_\_ (decline) and sometimes vanish. "If you believe recycling \_\_\_\_\_ (be) good for the planet and that we need to do more of it, then there \_\_\_\_\_ (be) a crisis to confront," says David Steiner, the CEO of Waste Management, the largest recycler of household trash in the United States. "Trying to turn garbage into gold \_\_\_\_\_ (cost) a lot more than expected. We need to ask ourselves: What is the goal here?"

[6] Recycling has been relentlessly promoted as a goal in and of itself: a public and private virtue that is indoctrinated in students from kindergarten through university. As a result, otherwise well-informed and educated people have no idea of the relative costs and benefits.

[7] They probably \_\_\_\_\_ (assume), for instance, that recycling plastic must be helping the planet. They've been encouraged by the Environmental Protection Agency (E.P.A.), which \_\_\_\_\_ (assure) the public that this \_\_\_\_\_ (result) in fewer carbon emissions being released into the atmosphere. But how much difference does it make? Here \_\_\_\_\_ (be) some perspective: To offset the carbon impact of one passenger's round-trip flight between New York and London, you'd have to recycle roughly 40,000 plastic bottles, assuming you fly economy. If you sit in business- or first-class, it could be more like 100,000.

[8] Even those statistics might be misleading. Residents are instructed to rinse bottles before putting them in recycling bins, but the E.P.A.'s life-cycle calculation

\_\_\_\_\_ (not take) that water into account. That single omission can make a big difference, according to author Chris Goodall. He \_\_\_\_\_ (calculate) that if you wash plastic in water that was heated by coal-derived electricity, then the net effect of your recycling could be more carbon in the atmosphere.

[9] To many public officials, recycling \_\_\_\_\_ (be) a question of morality, not cost-benefit analysis. In the past, the Mayor of New York, Bill de Blasio, \_\_\_\_\_ (declare) that by 2030 the city would no longer send any garbage to landfills. "This is the way of the future if we're going to save our earth," he \_\_\_\_\_ (explain) while announcing that New York would join other cities in moving toward a "zero waste" policy, which would require an unprecedented level of recycling.

[10] But while politicians set higher goals, the national rate of recycling \_\_\_\_\_ (stagnate) in recent years. Yes, it's popular in affluent neighborhoods, but residents of low income areas \_\_\_\_\_ (not have) the same fervor for sorting garbage in their spare time.

[11] The national rate of recycling \_\_\_\_\_ (rise) during the 1990s to 25 percent, the goal set by an E.P.A. official, Winston Porter. He \_\_\_\_\_ (advise) state officials that no more than 35 percent of the nation's trash was worth recycling, but some \_\_\_\_\_ (ignore) him and \_\_\_\_\_ (set) goals of 50 percent and higher. Most of those goals were never met and the national rate has been stuck around 34 percent in recent years.

[12] "It \_\_\_\_\_ (be) practical to recycle cardboard and some paper, as well as selected metals and plastics," he says. "But other materials \_\_\_\_\_ (not make)

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sense, including food waste and other compostables. The zero-waste goal \_\_\_\_\_ (make) no sense at all — it's very expensive with almost no real environmental benefit."

[13] With the economic rationale gone, advocates for recycling \_\_\_\_\_ (recently switch) to environmental arguments. Researchers calculate that there \_\_\_\_\_ (be) indeed such benefits to recycling, but not in the way that many people imagine.

[14] Most of these benefits \_\_\_\_\_ (not come) from reducing the need for landfills and incinerators. Unlike earlier ones, a modern well-lined landfill in a rural area can have relatively little environmental impact. Decomposing garbage releases methane, a potent greenhouse gas, but landfill operators \_\_\_\_\_ (start) capturing it and using it to generate electricity. Modern incinerators, while politically unpopular in the United States, \_\_\_\_\_ (release) so few pollutants that they've been widely accepted in the eco-conscious countries of Northern Europe and Japan for generating clean energy.

[15] Moreover, recycling operations \_\_\_\_\_ (have) their own environmental costs, like extra trucks on the road and pollution from recycling operations. Composting facilities around the country \_\_\_\_\_ (inspire) complaints about nauseating odors, swarming rats and defecating seagulls.

[16] The environmental benefits of recycling \_\_\_\_\_ (come) chiefly from reducing the need to manufacture new products — less mining, drilling and logging. But that's not so appealing to the workers in those industries that \_\_\_\_\_ (have) accepted the environmental trade-offs that \_\_\_\_\_ (come) with those jobs. Nearly everyone, though, \_\_\_\_\_ (approve) of one potential gain from recycling: reduced emissions of greenhouse gases.

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[17] However, according to the E.P.A.'s estimates, virtually all the greenhouse benefits — more than 90 percent — \_\_\_\_\_ (come) from just a few materials: paper, cardboard and aluminum in soda cans. Once you exclude these materials, the total annual savings in the United States from recycling everything else — plastics, glass, food, yard trimmings, textiles, rubber, leather — \_\_\_\_\_ (be) only two tenths of 1 percent of America's carbon footprint.

# Verb Form

當 verb + ing 或者轉成 p.p (過去分詞) 時, 那個 verb 就不能再當動詞用

即是說你不可以當 v + ing / pp 是動詞

v + ing 會變成 noun / adjective

pp 會變成 adjective (多表達狀態 / 用於被動式)

V + ing	V → pp
<ul style="list-style-type: none"><li>● 動名詞 (noun)<ul style="list-style-type: none"><li>○ 抽離個人完素 (對事不對人)<ul style="list-style-type: none"><li>■ Studying is good for you</li></ul></li></ul></li></ul> <p style="text-align: center;">VS</p> <ul style="list-style-type: none"><li>■ You should study.</li><li>○ 描述事件<ul style="list-style-type: none"><li>■ I enjoy studying.</li></ul></li></ul> <li>● Adj — characteristics (特徵)<ul style="list-style-type: none"><li>○ An interesting book<ul style="list-style-type: none"><li>■ adj + N</li></ul></li><li>○ The people working here<ul style="list-style-type: none"><li>■ N + adj</li></ul></li></ul></li>	<ul style="list-style-type: none"><li>● adj — internal feeling (內在感受)<ul style="list-style-type: none"><li>○ 描述個人感受<ul style="list-style-type: none"><li>■ I feel bored.</li><li>■ I'm a bit depressed</li></ul></li></ul></li><li>● Passive Voice<ul style="list-style-type: none"><li>○ 被動式<ul style="list-style-type: none"><li>■ I was hurt by my students</li><li>■ I have been told that I'm a loser.</li><li>■ The test designed by our teacher is difficult</li></ul></li></ul></li></ul>

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## Verb Form Exercise 1

V + ing / V → pp

1. The future of cryptocurrencies looks very \_\_\_\_\_(promise)
2. The new Spider Man movie is \_\_\_\_\_ (fascinate).
3. \_\_\_\_\_ (disappoint) by the outcome, I don't want to talk about it.
4. Louis had a \_\_\_\_\_ (disappoint) news to share.
5. All Apple's iPhones, \_\_\_\_\_ (design) in California, are actually  
\_\_\_\_\_ (assemble) in China.
6. When I was a child, I was \_\_\_\_\_ (interest) in studying History.
7. The story is quite \_\_\_\_\_ (interest)
8. Norwegian Wood, a story \_\_\_\_\_ (write) by Murakami Haruki, is one  
of Louis's favorite novels.
9. A survey \_\_\_\_\_ (conduct) last week showed that about 75% of the  
students and parents suggest \_\_\_\_\_ (suspend) face-to-face  
teaching.
10. The \_\_\_\_\_ (widen) gap between the richest and the poorest, which  
is \_\_\_\_\_ (show) in the study, sends a clear \_\_\_\_\_ (warn)  
signal to all the political leaders.
11. It is a common belief that the \_\_\_\_\_ (develop) countries have the  
obligation to help the \_\_\_\_\_ (develop) countries.
12. My students always make me feel \_\_\_\_\_ (delight)

## Verb Form Exercise 2

interest / disappoint / design / complete / write / compose / invent / excite / bore / bother  
devastate / overwhelm / manufacture / simplify / modify / surprise / delight / warn

**Write some sentences using the verbs above**

[illegible]

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## Verb Form Exercise 3

MILLENNIALS - \_\_\_\_\_ (Come) of age

### Slide 1

Millennials are the largest generation in history and are about to move into their prime \_\_\_\_\_ (spend) years.

Companies want to understand the attitudes and lifestyle \_\_\_\_\_ (possess) by the Millennials because their shopping habits will make a big difference to their business.

### Slide 2

Snug in the nest, a \_\_\_\_\_ (grow) number of Millennials are choosing to live at home with their parents.

Many Millennials don't want to own a home but their reluctance to enter the \_\_\_\_\_ (house) market could change.

As they get older, they will likely have a desire to settle down, and this could lead to a surge in home sales.

### Slide 3

It's not just homes: Millennials have \_\_\_\_\_ (be) reluctant to buy items such as cars, music and luxury goods.

Instead, they're \_\_\_\_\_ (turn) to a new set of services that provide access to products without the burdens of ownership, \_\_\_\_\_ (give) rise to what's being \_\_\_\_\_ (call) a "sharing economy".

The must-haves for previous generations aren't as important for Millennials. They're postponing major purchases — or \_\_\_\_\_ (avoid) them entirely.

"25 years from now, car \_\_\_\_\_ (share) will be the norm, and car ownership an anomaly."

\_\_\_\_\_ (write) by Jeremy Rifkin, Author and Economist



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**Slide 4**

Millennials have been putting off significant milestones like getting \_\_\_\_\_(marry) and \_\_\_\_\_ (have) children. But that doesn't mean they want to stay single forever.

The average age of \_\_\_\_\_ (marry) couples in 1970 was 20. By 2010, it had \_\_\_\_\_ (rise) to 30.

**Slide 5**

Millennials' love for technology is \_\_\_\_\_ (change) the retail industry. With product information, reviews and price comparisons at their fingertips, they are able to compare prices in the store or shop online.

Millennials want maximum convenience at the lowest price. So when \_\_\_\_\_(market) to this generation, a strong brand isn't enough to lock in a sale.

**Slide 6**

For Millennials, wellness is a daily, active pursuit. They're exercising more, eating smarter and smoking less than previous generations.

They're using apps to track \_\_\_\_\_(train) data, and online information to find the healthiest foods.

And this is one space in retail where they're willing to spend money on as 'healthy' doesn't just mean 'not sick'. It's a daily commitment to eating right and \_\_\_\_\_(exercise).

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## Notes

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# Voices (Active VS. Passive)

Passive Voice	Active Voice
→ 被...	→ 普通句子
→ be + pp	→ N + V + N
→ 更 formal 同冷淡	

運用上要記得的是 passive & active voice 只是觀點與角度的問題

E.g

(1)

My students support me.

I am supported by my students.

(2)

My students hurt me.

I was hurt by my students.

Notes

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## Detailed Reference of Passive Voice

英文中，被動語態用於表達主詞為動詞的接受者時所用的語態  
意思為「某人或某事物被...」。

主動語態	主詞(A)+ <u>動詞</u> +受詞(B)	Mary <u>cuts</u> the apple.(Mary切開蘋果)
被動語態	主詞(B)+ <u>be動詞</u> + <u>過去分詞</u> (+by+受詞(A))	The apple <u>is cut</u> by Mary.(蘋果被Mary切開)

### 主動改被動

- 1.主動句的受詞變為被動句的主詞
- 2.動詞改為be動詞+過去分詞
- 3.在過去分詞後加上by, 而主動句的主詞變為被動句的受詞, 放在by之後, 不過在不強調動作執行者或者無法確定執行者情況下, 可以省略by+受詞

被動語態中的be動詞會依據不同的時態而變化, 下表中粗體部分為be動詞在不同時態的變化

現在簡單式	<b>is/am/are</b> (not)+過去分詞 (p.p)	I <b>am</b> hit by a ball.(我被一顆球砸中)
過去簡單式	<b>was/were</b> (not)+過去分詞	The food <b>was</b> wasted by Mary last week.(上禮拜Mary浪費了食物)
現在進行式	is/am/are(not)+ <b>being</b> +過去分詞	The firework is <b>being</b> used in the party.(煙火正在派對中被使用)

未來式	will(not)+ <b>be</b> +過去分詞 is/am/are(not)+going to+ <b>be</b> +過去分詞	The house will <b>be</b> sold by Tom next year. The trash is going to <b>be</b> thrown away this evening.(垃圾在今晚將被丟掉)
過去進行式	was/were(not)+ <b>being</b> +過去分詞	The bathroom was <b>being</b> used by May then.(那時候浴室正在被May使用)
現在完成式	have/has(not)+ <b>been</b> +過去分詞	Jack has <b>been</b> blamed few times.(Jack已經被罵了幾次了)

#### 其他被動語態句型

助動詞+be+過去分詞 (p.p)	He must be punished.(他應該被處罰)
Be動詞+ p.p +(preposition)	The girl is laughed at by her classmates.(這女孩被同學嘲笑)

Source:

Eng easylearn

<https://engeasylearn.blogspot.com/2016/03/passive-voice-in-english.html>

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## Passive Voice Exercise 1

Rewrite the following sentences into passive voice in the spaces provided. Use 'by' + the doer where appropriate.

e.g. Christine is buying the tickets. The tickets are being bought by Christine.

e.g. A typhoon has hit the Philippines. The Philippines has been hit by a typhoon.

e.g. He took my birthday gift yesterday. My birthday gift was taken yesterday.

1. The students were removing the posters from the wall.

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2. The hotel staff has already tidied up the rooms.

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3. They held a party at their apartment yesterday.

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4. My friends are not helping me with my homework.

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5. We have shown him this picture already.

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6. These farmers grew those vegetables last week.

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staff (n.) [ U.]	
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## Passive Voice Exercise 2

B. Put the verbs in brackets into the passive voice. The first two have been done for you.

My father e.g. was given (give) a car on his birthday last month. The car e.g. is made (make) in Japan. The car (1) \_\_\_\_\_ (paint) bright blue. My father (2) \_\_\_\_\_ (feel) so happy to have a new car. However, last week my father (3) \_\_\_\_\_ (have) a car accident, he (4) \_\_\_\_\_ (injure) in a car crash. His car (5) \_\_\_\_\_ (hit) by a lorry. A short while later he (6) \_\_\_\_\_ (take) to hospital. My father said that he (7) \_\_\_\_\_ (not know) what had happened. He thought he (8) \_\_\_\_\_ (hit) from behind. The lorry driver (9) \_\_\_\_\_ (take) to the police station where he (10) \_\_\_\_\_ (ask) many questions. After an hour he (11) \_\_\_\_\_ (tell) to go home. My father's car (12) \_\_\_\_\_ (send) for repair and it (13) \_\_\_\_\_ (not repair) yet.

### Vocab Items

car accident / car crash (n.)	
injure (v.)	
lorry (n.) truck (n.) {US}	
repair (n. / v.)	

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## Passive voice 3

DO MILLENNIALS HAVE IT BETTER OR WORSE? [DSE 2017 RP B1 Text 3]

[1] You might \_\_\_\_\_ (think) that young people have it easy. But in a special report, it \_\_\_\_\_ (argue) by the editor of The Economist, Robert Guest, that millennials have it tougher than most people think.

[2] 'In some respects the young have never \_\_\_\_\_ (have) it so good,' Guest writes. 'They are wealthier and are more likely to live longer than any other generation. They live in more liberal societies than their predecessors could barely have imagined, and \_\_\_\_\_ (have) high speed access to information from around the world.'

[3] 'They are also brainier than any previous generation before them. Average scores on intelligence tests have been \_\_\_\_\_ (rise) for decades in many countries, thanks to both better nutrition and mass education.'

[4] However, the report says, the talent and intelligence of millennials \_\_\_\_\_ (often waste), with not enough employment opportunities. Youngsters are twice as likely as their elders to be unemployed, while over 25% of young people in middle-income nations — and 15% in richer ones — are NEETs (not in education, employment or training).

[5] Furthermore, the cost of housing and education often \_\_\_\_\_ (price) millennials out of the market. 'Education has \_\_\_\_\_ (become) so expensive that many students rack up heavy debts. Housing has \_\_\_\_\_ (grow) costlier, too, especially in the globally connected megacities where the best jobs are. Young people yearn to move to such cities: besides higher pay, they offer



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excitement and a wide selection of other young people to date or \_\_\_\_\_  
(marry). Yet the situation \_\_\_\_\_ (make) difficult by the constraints  
on the supply of housing.

[6] Guest also \_\_\_\_\_ (write) that the time it takes to feel financially secure  
\_\_\_\_\_ (mean) people leave having children until later. 'For both sexes, the  
path to adulthood—from school to work, marriage and children—has  
\_\_\_\_\_ (extend). Mostly, this is a good thing. Many young people now  
study until their mid-20s and put off having children until their late 30s.

[7] 'They form families later partly because they want to and partly because it  
is taking them longer to become \_\_\_\_\_ (establish) in their careers.  
Alas, despite improvements in fertility treatment, the biological clock  
\_\_\_\_\_ (not reset) to accommodate modern working lives.'

[8] At the end of the fascinating report, Guest urged that countries around the  
world to  
'work harder to give the young a fair shot'.

END OF READING PASSAGES (2017)

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# Common Mistakes

1. There has / have 在英文是不存在的
2. 搞亂parts of speech
3. 現在式時, He / she / it 後面的動詞沒有 +s
4. 把 v + ing 直接當動詞用

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5. 句子的動詞消失了

6. 把 have been + pp (被動式) 錯誤當然成 present perfect tense

7. 單數 / 特定名詞前面沒有 article ( a, an, the)

8. 分不清名詞洗唔洗 + s

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9. 沒有用任何連接詞把句子分隔

10. 句子太長

11. V + V

12.

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13.

14.

15.

16.

# DSE Sentence Pattern Review

## If-clause

Type	Tense	Function	Examples
0	If + simple present, simple present	表達事實	If you heat an ice cube, it melts.
1	If + present, simple future	預測未來	If you study hard, you will get a good score on the test.
2	If + simple past, would + verb	作出假設	If I were you, I would not buy that.
3	If + past perfect, would + present perfect	後悔當初	If I had studied hard, I would have passed the test.

### If-clause Exercise 1

Respond to the following situations. Use the first or second conditional sentences.

1. (I / wake up late / I / be late for work)

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2. (Louis / cook / he / always burn the food)

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3. (Julie / not wear a hat / she / usually get sunstroke)

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4. (children / not eat well / they / not be healthy)

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5. (you / mix water and electricity / you / get a shock)

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6. (children / eat / too many sweets / they / get fat)

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7. (weather / not improve / we / not have / a picnic)

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8. (Louis / drink / any alcoholic drink / his face / always turn red )

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## If-clause Exercise 2

Complete the conditional sentences (type 2 and 3) with the verbs in brackets.

I didn't invite them for dinner. But I .....would not hesitate..... (not hesitate). if I was a good cook. (not hesitate)

- (1) If we had bought a good map, we \_\_\_\_\_ (not be) in the middle of nowhere now.
- (2) If I wasn't afraid of flying, I . \_\_\_\_\_ (visit) you in Paris a long time ago.
- (3) I'd have my driving licence if I \_\_\_\_\_ (stop) at the traffic lights.
- (4) If you had sold your business, you \_\_\_\_\_ (can enjoy) life now.
- (5) If I were you, I \_\_\_\_\_ (quit) the job after the pay drop.
- (6) I'd be a happy man if I \_\_\_\_\_ (meet) Tom Holland.
- (7) If we had not trusted them, we \_\_\_\_\_ (not ask) them to stay with us last summer.
- (8) He should have been a student at university if he \_\_\_\_\_ (pass) the entrance exam. But he didn't.
- (9) \_\_\_\_\_ you done the homework, you should have known what we were talking about.



---

## If-clause Exercise 3

1. (First conditional) If we \_\_\_\_\_ (not / work) harder, we  
\_\_\_\_\_ (not pass) the exam.
2. (Third conditional) If the students \_\_\_\_\_ (not be) late for the exam,  
they \_\_\_\_\_ (pass).
3. (Third conditional) If the weather \_\_\_\_\_ (not be) so cold, we  
\_\_\_\_\_ (go) to the beach.
4. (Second conditional) If she \_\_\_\_\_ (have) her laptop with her, she  
\_\_\_\_\_ (email) me.
5. (First conditional) If she \_\_\_\_\_ (not go) to the meeting, I  
\_\_\_\_\_ (not go) either.
6. (Third conditional) If the baby \_\_\_\_\_ (sleep) better last night, I  
\_\_\_\_\_ (not be) so tired.
7. (First conditional) If the teacher \_\_\_\_\_ (give) us lots of homework  
this weekend, I \_\_\_\_\_ (not be) happy.
8. (Second conditional) If Lucy \_\_\_\_\_ (have) enough time, she  
\_\_\_\_\_ (travel) more.
9. (First conditional) If the children \_\_\_\_\_ (not eat) soon, they  
\_\_\_\_\_ (be) grumpy.
10. (First conditional) If I \_\_\_\_\_ (not go) to bed soon, I  
\_\_\_\_\_ (be) tired in the morning.

---

11. (Second conditional) If I \_\_\_\_\_ (want) a new car, I  
\_\_\_\_\_ (buy) one.

12. (Second conditional) If José \_\_\_\_\_ (not speak) good French, he  
\_\_\_\_\_ (not move) to Paris

Conditional exercise (first / second / third conditionals)

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## Relative-clause

解釋	功能	規律
relative clause 是指用 (who, which, when, where, that) 來加入一個子句去形容名詞	充當adjective 的角色去描述 noun N + adj → N + [who / which / that + v + ...] [who / which / that + v + ...] = adj	N + who + v N+ which + v N + that + v N + when + v N + where + v  * 以上所有都只是一個附帶adj的名詞, 不可以單獨當成句子

### Examples

1. Nobody cares about the guy who teaches English for a living.
2. The iPhone which I'm using now is a Christmas gift.
3. The way that I teach English is not flawless.
4. During the summer when I first met her, we went out several times.
5. The place where I grew up is a quiet neighborhood.
6. Ken, whose father works as a banker, knows a lot about the stock market.

### Notes

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## Exercise 1

Make one sentence from the two short ones. The sentence in italics should become the relative clause. The relative pronoun is the subject of the relative clause.

1. She worked for a man. The man used to be an athlete.

---

2. They called a lawyer. The lawyer lived nearby.

---

3. I sent an email to my brother. My brother lives in Australia.

---

4. The customer liked the waitress. The waitress was very friendly.

---

5. We broke the computer. The computer belonged to my father.

---

6. I dropped a glass. The glass was new.

---

7. She loves books. The books have happy endings.

---

8. They live in a city. The city is in the north of England.

---

9. The man is in the garden. The man is wearing a blue jumper.

---

---

10. The girl works in a bank. The girl is from India.

---

11. My sister has three children. My sister lives in Australia.

---

12. The waiter was rude. The waiter was wearing a blue shirt.

---

13. We went to Ocean Park during the summer. We met each other that summer.

---

---

14. My grandmother felt very sad. My grandmother's table was broken by us.

---

---

15. The television was stolen. We bought the television 20 years ago.

---

16. The assignment is on the table. I just handed in the assignment.

---

---

## Relative pronoun Part 1: The Basics

Defining:
Non-defining:
單數 定 眾數 ?

### List of relative pronoun

<i>who</i>	人 / 寵物	defining and non-defining  Louis, who teaches English, is cool.
<i>which</i>	動物 / 物件	defining and non-defining; clause referring to a whole sentence  The watch, which is an Apple Watch, looks very nice.  I don't get his point, which is the reason why I want to ask you about that.
<i>that</i>	人 / 動物 / 物品  [informal]	defining only  I want you to know that I really want to help you.

<i>whose</i>	人 / 動物 [少數情況]  描述物件的主人 → 誰的	defining and non-defining  I want to find out whose wallet it is.
<i>whom</i>	用於接受動作的人 / 寵物  前面會有preposition (to / for)  [formal / 文學]	defining and non-defining  For whom the bell tolls, it tolls for thee.
<i>what</i>	用來帶出事件 / 事實  What + N + V / + to + V	defining only  I don't know what he did.
<i>why</i>	用來帶出原因  why + N + V	defining only  I don't know why I like her.
<i>when</i>	用來帶出時間  why + N + V / + to + V	defining only  I don't know when he will come in.
<i>where</i>	用來帶出時間  where + N + V / + to + v	defining only  I don't know where to go
no relative pronoun	*直接把 noun 跟其他 N + V 連起來; 用的時候要非常之小心	Defining only  The place I grew up in is a terrible place.

---

## Exercise

Use relative pronoun to complete the sentences

1. Can you tell me \_\_\_\_\_ I can do to help you?
2. I honestly don't know \_\_\_\_\_ Anson Lo is until I saw him on TV.
3. I want to find out \_\_\_\_\_ fault is that.
4. The reason \_\_\_\_\_ I teach is you.
5. I want you to know \_\_\_\_\_ I will always support you no matter what happens.
6. After the DSE, I have no idea \_\_\_\_\_ we will meet again.
7. When I saw her, I didn't know \_\_\_\_\_ I should say to her. So we stayed silent.
8. I don't know \_\_\_\_\_ I should talk to when I feel sad.
9. Drama in schools is particularly good for pupils for \_\_\_\_\_ English is a second language.
10. The parents \_\_\_\_\_ we interviewed were all involved in education in some way.
11. You can come and find me if you don't know \_\_\_\_\_ to go.
12. There are so many shirts in my closet and I don't know \_\_\_\_\_ one I should choose,



---

## Advanced Relative Pronoun

### Notes

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### List of relative pronoun

<i>if</i>	帶出疑問 / 假設  if + n + v  if + adj	defining / non-defining  I'm not sure if you know how much I care about you.  I can provide you with extra exercises, if necessary.
<i>whether</i>	帶出疑問 / 假設  意思: 不知是否; 不論  whether + n + v	defining and non-defining  I sometimes can't tell whether she is telling the truth or not.  Whether you like it or not, I'm going to help you.
<i>whatever</i>	事物 / 事件  意思: 不管  whatever + n + v	defining and non-defining  This is the fight of our lives. We are going to win— whatever it takes.  I promised to buy her whatever she likes.

<i>whenever</i>	<p>時間</p> <p>意思: 不論何時; 隨時</p> <p>whenever + n + v</p>	<p>defining and non-defining</p> <p>You can call me whenever you want.</p> <p>With a cell phone and the internet, you can study whenever you like.</p>
<i>wherever</i>	<p>地點</p> <p>意思: 不論天涯海角</p> <p>whenever + n + v</p>	<p>defining and non-defining</p> <p>Wherever you are, I always make you smile</p>
<i>whichever</i>	<p>物品 / 事件</p> <p>意思: 不論那一個</p>	<p>defining and non-defining</p> <p>Whichever path you take, I will always stand by you.</p>
<i>whoever</i>	<p>人</p> <p>意思: 不論是誰</p>	<p>defining and non-defining</p> <p>Whoever calls me, just tell them that I'm not here.</p>

---

## Exercise

Use the advanced relative pronouns to complete the sentences

1. \_\_\_\_\_ you go, I want to go with you.
2. I wonder \_\_\_\_\_ we can be friends after the DSE exam.
3. \_\_\_\_\_ you have done, I will always forgive you.
4. These days, thanks to the advance of technology, you can study \_\_\_\_\_ you want.
5. There are two choices, and \_\_\_\_\_ you pick, you have to face the consequences yourself.
6. I don't care \_\_\_\_\_ he is! I will never allow that to happen.
7. \_\_\_\_\_ you want to study or not, you still have to go to school.
8. I'm not sure \_\_\_\_\_ you have heard this before.
9. \_\_\_\_\_ you go, please let me know.
10. I don't care \_\_\_\_\_ school you pick; I just want you to be happy.
11. \_\_\_\_\_ we have a problem, we will discuss it together.
12. I will do everything I can to help you— \_\_\_\_\_ it costs!

---

## Indefinite Pronoun

- 所有indefinite pronouns都是 singular (單數)
  - Example sentences
    - Everybody are here (x)
    - Everybody is here (✓).
    - Nobody is home.
    - Do you know anyone who can help me?
    - I don't have anything to say.
    - Nothing matters now.
    - No one likes to take the exam.
    - Can anybody hear me?
- Any- 用於問句/ 否定句
  - Does anyone know where Louis is?
  - I don't know anyone here.
- Some- 用於肯定句 / 有時亦會用在問句
  - I have something to tell you.
  - Can you give me some water?

### Examples:

No one	someone	anyone	everyone
nobody	somebody	anybody	everybody
nothing	something	anything	everything

---

## Exercise 1

Do you want \_\_\_\_\_ to eat?

Do you need \_\_\_\_\_?

I have \_\_\_\_\_ to lose now, so I am not afraid.

Can you tell \_\_\_\_\_ about that?

I didn't say \_\_\_\_\_.

There is \_\_\_\_\_ inside the box! It's empty.

Just go and find \_\_\_\_\_ who can help.

Listen to me, \_\_\_\_\_! I have \_\_\_\_\_ important to say!

## Exercise 2

Use "nobody" to make a sentence.

---

Use "everyone" to make a sentence.

---

Use "someone" to make a sentence.

---

---

## Pronoun Review

- ❖ Pronoun is a word that can replace (代替) a noun
  - She, he, it
  - I, You
  - We, They
  - Each, many, few, someone, somebody, others

- ❖ Subject Form (主語形態)

<b>Singular</b>	I/you	he/she/it	Each, someone, everybody, somebody
<b>Plural</b>	you	They / we	Many, few, others

- ❖ Object Form (受詞形態)

<b>Singular</b>	me / you	Him/ her/it	Each, someone, everybody, somebody
<b>Plural</b>	you	Them / us	Many, few, others

- ❖ Possessive Adjective (及物形容詞)

<b>Singular</b>	my/your	his/her/its	someon 's, somebody's
<b>Plural</b>	your	Their / our	

---

❖ Possessive Pronoun (及物形態)

<b>Singular</b>	mine/yours	his/hers/its
<b>Plural</b>	yours	Theirs / ours

❖ Reflexive pronouns

<b>Singular</b>	Myself / yourself	Himself / herself / itself
<b>Plural</b>	yourself	Themselves / ourselves

❖ Examples

- Subjective pronouns
  - I like to play mobile games.
  - **She** wants to study medicine.
  - **We** don't talk anymore.
- Objective Pronouns
  - I hit **him**.
  - He will send **her** flowers tomorrow.
  - Please bring **us** some water.
- Possessive adjective
  - This is **my** umbrella.
  - Please tell me **your** name.
  - This is **our** chance to shine.
- Possessive pronouns
  - This t-shirt is **mine**.
  - No, this pen one is **hers**.
  - The box is **ours**.
- Reflexive Pronouns
  - Can you do it **yourself**?
  - We finished the project by **ourselves**.
  - She went home by **herself**.

---

## Exercise 1

Q: What is \_\_\_\_\_ name? (I ask you this question)

A: \_\_\_\_\_ name is \_\_\_\_\_.

Q: Can Jason do it by \_\_\_\_\_.

A: No, I don't think so. Maybe we should help \_\_\_\_\_.

Q: Do you know Jane?

A: Yes, I know \_\_\_\_\_.

Q: Whose pencil is that?

A: This pencil belongs to \_\_\_\_\_. (Jane)

Q: What's Ken's problems?

A: \_\_\_\_\_ problems is complicated.

Q: Does she know how to solve this problem by \_\_\_\_\_?

A: Yes, I think so. I just teach \_\_\_\_\_ how to solve this problem.

Q: Look! I just found a smartphone.

A: Oh! This is \_\_\_\_\_. (That's your smartphone).

## Exercise 2

1. The government is an organization created by the people, and \_\_\_\_\_ function is to govern the people.
2. This is \_\_\_\_\_ wallet, not \_\_\_\_\_.
3. It seems like we have to do it \_\_\_\_\_ because no one is going to help \_\_\_\_\_.
4. Silencing \_\_\_\_\_ opponents makes him look good.



---

# Infinitive Review

## Notes

<u>To-infinitive</u>	<u>Bare Infinitive</u>
to + verb  在表示渴望得到 / 希望發生 / 計劃行動的動詞 之後就要用 to-infinitive  I want / hope / would like* / would love* / wish / desire / need / plan / go / to live in Hong Kong.	在modal verbs (should, will, would, may, must) 之後要用 bare infinitive <ul style="list-style-type: none"><li>• I should / will / would / may / must / shall / might do it</li><li>• I will / should / would / may / must / shall might / not do it</li></ul> 當出現在主要的動詞 (main verb) 之後的一個動作或過程完成了/發生了就要用 bare infinitive <ul style="list-style-type: none"><li>• I help you finish your homework.</li><li>• I made you finish your homework.</li><li>• I let you finish your homework.</li><li>• I heard him talk about that.</li></ul>

## Exercise 1

Put the verb into the correct form:

1. I don't plan \_\_\_\_\_ (go) out tonight.
2. She often heard him \_\_\_\_\_ (talk) about his plans.
3. I would like \_\_\_\_\_ (come) to the party with you.
4. He let him \_\_\_\_\_ (wait) there for 15 minutes.
5. She tried \_\_\_\_\_ (do) her best.
6. I am learning \_\_\_\_\_ (speak) English.
7. I made her \_\_\_\_\_ (cry).
8. Who will \_\_\_\_\_ (carry) my suitcases?

---

## Exercise 2

1. I've finished \_\_\_\_\_ (cook). Come and eat!
2. He decided \_\_\_\_\_ (study) Biology.
3. I dislike \_\_\_\_\_ (wait).
4. He asked \_\_\_\_\_ (come) with us.
5. I promise \_\_\_\_\_ (help) you tomorrow.
6. We discussed \_\_\_\_\_ (go) to the cinema, but in the end we stayed at home.
7. She agreed \_\_\_\_\_ (bring) the pudding.
8. I don't recommend \_\_\_\_\_ (take) the bus, it takes forever!
9. We hope \_\_\_\_\_ (visit) Amsterdam next month.
10. She suggested \_\_\_\_\_ (go) to the museum.
11. They plan \_\_\_\_\_ (start) college in the autumn.
12. I don't want \_\_\_\_\_ (leave) yet.
13. Louis helped his students \_\_\_\_\_ (improve) their English.

## Exercise 3

Write your own sentences

(to-infinitive)
(bare infinitive)

# Parts of Speech (POS) Review

## POS Functions and Pattern

<p><b>Noun</b></p> <p>常見結尾：</p> <p>-ion, -ness, -ant, -er, -ist</p>	<p>表達 人物 / 事件 / 物品 / 地點</p> <p>句子的重要組成部分</p> <p>有可數及不可數之分</p>	<p>形態：</p> <ul style="list-style-type: none"> <li>• _____ of _____</li> <li>• <b>V + ing</b> → 動名詞</li> </ul>
<p><b>Adjective</b></p> <p>常見結尾：</p> <p>-ful, -ing, -ed, -en, -ive, -y</p>	<p>描述及修飾名詞</p> <p>可以出現在名詞之前或之後，但一定要在名詞附近</p>	<p><b>Pattern:</b></p> <ul style="list-style-type: none"> <li>• <b>adj + noun</b></li> <li>• <b>noun + adj</b></li> <li>• <b>noun + be + adj</b></li> </ul> <p>形態：</p> <p><b>V + ing</b> → 主動分詞</p> <p>The movie is <b>interesting</b></p> <p><b>P.P</b> → 被動分詞</p> <p>Excited by the news, I couldn't sleep.</p>
<p><b>Verb</b></p> <p>常見結尾：</p> <p>-ize, -ise, -en</p>	<p>代表 動作 / 過程</p> <p>句子的重要組成部分</p> <p>有時態之分</p>	<p>形態：</p> <p>v + s / es</p> <p>v + ed</p>

<p><b>Adverb</b></p> <p>常見結尾： -ly,</p>	<p>描述及修飾動詞</p> <p>描述及修飾形容詞</p> <p>可以出現在動詞之前或之後，但一定要在動詞附近</p>	<p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>• v + adv <ul style="list-style-type: none"> <li>◦ I <b>run quickly</b>.</li> </ul> </li> <li>• adv + v <ul style="list-style-type: none"> <li>◦ I <b>slowly walk</b> in.</li> </ul> </li> <li>• adv + adj <ul style="list-style-type: none"> <li>◦ It's <b>surprisingly good</b></li> </ul> </li> </ul>
<p><b>Pronoun</b></p>	<p>用來代替名詞</p>	<p>主動形態</p> <ul style="list-style-type: none"> <li>• He is good.</li> </ul> <p>被動形態</p> <ul style="list-style-type: none"> <li>• They love him.</li> </ul> <p>擁有權</p> <ul style="list-style-type: none"> <li>• That is his phone.</li> </ul> <p><b>Relative Pronouns</b></p> <ul style="list-style-type: none"> <li>• see pp. 38 - 43</li> </ul> <p><b>Indefinite Pronouns</b></p> <ul style="list-style-type: none"> <li>• see pp. 44 - 45</li> </ul>
<p><b>Preposition</b></p>	<p>描述位置 / 源頭</p> <p>in, at, on, over, behind, in front of, before, after, toward, of...</p> <p>描述時間</p> <p>when, while, at, in, on, over, during, before, after ...</p>	<p><b>Pattern</b></p> <p>Preposition + noun / v + ing</p> <p>V + preposition</p>

<b>Conjunction (連接詞)</b>	將不同句子或者 <b>idea</b> 連接起來	<p>連接相似的 <b>idea</b></p> <p>and, or, as well as, moreover, further, furthermore, in addition, On top of that, besides</p> <p>連接相反的<b>idea</b></p> <p>but, yet, however, nevertheless, although, even though, even if, despite, in spite of, whereas</p> <p>連接因果</p> <p>because, since, so, therefore, hence, as, for</p> <p>連接相連的事件</p> <p>when, while, in the meantime, at the same time, meanwhile</p>
<b>Interjection (助語詞)</b>	加強語氣	<p>表示驚訝</p> <p>Oh! Ah!</p> <p>表示遺憾</p> <p>Oops</p> <p>表示疑惑</p> <p>huh</p>

---

## Parts of Speech + Vocab Building Exercise

Put x if the word does not have that part of speech

Noun	Verb	Adjective	Adverb
		reluctant	
		blatant	
	prohibit		
	erase		
		serious	
		bound	
		patent	
	interact		
exhaustion			
pleasure			
joy			
			interestingly
	oppress		
	operate		
	destroy		
attempt			
			calmly

Noun	Verb	Adjective	Adverb
			internationally
economy			
incentive			
		tedious	
tantrum			
			generously
			safely
		despondent	
	overwhelm		
honesty			
	hamper		
empathy			
		immune	
		sordid	
tumult			
threat			
		abundant	
grace			
		thankful	
		beautiful	
politics			

Noun	Verb	Adjective	Adverb
		global	
fool			
time			
	cost		
		general	
		kind	
mistake			
error			
		elegant	
		intelligent	
			surprisingly
		superficial	
strength			
	afford		
	increase		
	demand		
sponsor			
		canceled	
			responsibly
	reduce		



---

## Preposition Exercise 1

**Put in the correct preposition (at, in, on, or no preposition (x) ):**

1. Lucy is arriving \_\_\_\_ February the 13th \_\_\_\_ 8 o'clock \_\_\_\_ the morning.
2. The weather is often terrible in London \_\_\_\_ January.
3. It's better to get a taxi if you are out alone \_\_\_\_ night.
4. She got married \_\_\_\_ September.
5. They usually go to the south of France \_\_\_\_ the summer.
6. Columbus sailed to the Americas \_\_\_\_ the 16th century.
7. The Beatles were popular \_\_\_\_ the 1960s.
8. I graduated from university \_\_\_\_ 2001.
9. His birthday is \_\_\_\_ June.
10. I usually go to my parents' house \_\_\_\_ Christmas. We eat turkey together \_\_\_\_ Christmas Day.

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## Notes

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## Preposition Exercise 2

**Put in the correct preposition (at, in, on, ):**

1. The wine is \_\_\_\_\_ the bottle.
2. Pass me the dictionary, it's \_\_\_\_\_ the bookshelf.
3. Jennifer is \_\_\_\_\_ work.
4. Berlin is \_\_\_\_\_ Germany.
5. You have something \_\_\_\_\_ your face.
6. Turn left \_\_\_\_\_ the traffic lights.
7. She was listening to classical music \_\_\_\_\_ the radio.
8. He has a house \_\_\_\_\_ the river.
9. The answer is \_\_\_\_\_ the bottom of the page.
10. Julie will be \_\_\_\_\_ the plane now.
11. There are a lot of magnets \_\_\_\_\_ the fridge.
12. She lives \_\_\_\_\_ London.
13. John is \_\_\_\_\_ a taxi. He's coming.
14. I'll meet you \_\_\_\_\_ the airport.
15. She stood \_\_\_\_\_ the window and looked out.
16. The cat is \_\_\_\_\_ the house somewhere.
17. Why you calling so late? I'm already \_\_\_\_\_ bed.
18. I waited for Lucy \_\_\_\_\_ the station.
19. There was a picture of flowers \_\_\_\_\_ her T-shirt.
20. She has a house \_\_\_\_\_ Japan.

### Notes

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## Preposition Exercise 3

**Put in the correct preposition (about, at, in, on, to, for, from )**

1. It's so noisy – I can't concentrate \_\_\_\_ my homework.
2. Don't worry – I'll pay \_\_\_\_ the tickets.
3. The car belongs \_\_\_\_ my father, so I don't think we can use it.
4. I borrowed a pen \_\_\_\_ my classmate.
5. I've been waiting \_\_\_\_ the bus for more than twenty minutes!
6. Julie: "What time shall we eat dinner?"
7. Gill: "It depends \_\_\_\_ John – we'll eat when he gets home".
8. When we arrived \_\_\_\_ the cinema, the film had already started.
9. Please explain this problem \_\_\_\_ us.
10. She was listening \_\_\_\_ the radio when the doorbell rang.
11. John worries \_\_\_\_ his exam results all the time.
12. My flatmate listens \_\_\_\_ a lot of jazz.
13. David paid \_\_\_\_ the drinks.
14. Who does that house belong \_\_\_\_?
15. Don't worry \_\_\_\_ Gemma, she'll be fine.
16. She borrowed a jumper \_\_\_\_ Julie.
17. Please be quiet – I need to concentrate \_\_\_\_ this book.
18. I want to go to the beach tomorrow but it depends \_\_\_\_ the weather.
19. Who are you waiting \_\_\_\_?
20. When will we arrive \_\_\_\_ Beijing?
21. The policeman explained \_\_\_\_ the children why they should never run across a road.

---

## Preposition Exercise 4

**Put in the correct preposition (about, at, in, on, to, for, from )**

1. Stop worrying \_\_\_\_\_ your exam - everything will be fine.
2. I've waited \_\_\_\_\_ Judy for 30 minutes. I'm going home.
3. Stop talking and concentrate \_\_\_\_\_ your work.
4. Don't forget to pay \_\_\_\_\_ the newspaper.
5. He explained the computer program \_\_\_\_\_ me.
6. I don't know what we'll do at the weekend. It depends \_\_\_\_\_ the weather.
7. She will arrive \_\_\_\_\_ Beijing at 3 p.m.
8. I like to listen \_\_\_\_\_ the radio when I wake up.
9. He borrowed £20 \_\_\_\_\_ his brother.
10. Who does this coat belong \_\_\_\_\_?
11. She left without paying \_\_\_\_\_ the meal.
12. It was so hot, I couldn't concentrate \_\_\_\_\_ my book.
13. Mothers always worry \_\_\_\_\_ their children.
14. Please explain the meaning of this word \_\_\_\_\_ your classmates.
15. I'm fed up with waiting \_\_\_\_\_ spring.
16. That car belongs \_\_\_\_\_ my father.
17. She listens \_\_\_\_\_ opera on the tube.
18. A: Which university will you go to?  
B: It depends \_\_\_\_\_ my exam results.
19. A lot of people borrow money \_\_\_\_\_ the bank.
20. When she arrived \_\_\_\_\_ the pub, it was already closed.

# Extra Practices

## Tenses / Verb form (v + ing / p.p) / Passive Voice / Infinitive

### Witness Statement [2015 DSE RP B1 Text 3]

I, Anna Rossi, of 3 Arthur Street, Yau Ma Tei, housewife, state:

On 1 December 2014 at about 3:30pm, I \_\_\_\_\_ (be) about to get into my car in the car park next to the shops on Wood Road, Wan Chai.

I \_\_\_\_\_ (notice) that a silver car was \_\_\_\_\_ (drive) down the aisle behind me.

I \_\_\_\_\_ (see) a green sports car \_\_\_\_\_ (reverse) out of a car space and \_\_\_\_\_ (collide) with the silver car. The silver car was moving at the time of the collision.

My car was \_\_\_\_\_ (park) opposite where the accident \_\_\_\_\_ (happen).

Both the drivers got out of their cars. Neither of them \_\_\_\_\_ (seem) to be hurt and I went over to them to see how they \_\_\_\_\_ (be).

The driver of the green car said "Did you see the accident?" I said words to the effect "I saw it". He then said "Can you \_\_\_\_\_ (give) me your contact details, just in case I need a statement from you?" I replied "Yes". I then \_\_\_\_\_ (give) him my contact details.

It was a sunny day.

The speed limit in the car park \_\_\_\_\_ (be) 20km per hour. The silver car was traveling at about 40km per hour.

I \_\_\_\_\_ (notice) damage to the back left side of the green sports car. I believe that the contents of this statement \_\_\_\_\_ (be) true and correct.

\_\_\_\_\_ (sign) by A. Rossi

Dated: 7 December 2014

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**Pronouns / Tenses / Verb form (v + ing / p.p) / infinitive**

**Will cars with no drivers catch on? [2015 DSE RP B1 Text 4]**

[1] Some day in the near future, cars will drive \_\_\_\_\_ (itself / themselves). Traffic jams and deadly accidents \_\_\_\_\_ (become) a thing of the past. \_\_\_\_\_ (Drive) to work will be less stressful, as riders can sit back with their coffee and let computers \_\_\_\_\_ (handle) the trip.

[2] That's the dream of many, at least. And it's not totally unrealistic. Google is \_\_\_\_\_ (develop) "autonomous vehicles" that are improving rapidly each year. A future of completely self-driving vehicles \_\_\_\_\_ (not seem) too far off.

[3] And yet, according to a new report by the Eno Center for Transportation, there \_\_\_\_\_ (be) still many obstacles to overcome before self-driving cars take over our highways.

[4] "Self-driving cars \_\_\_\_\_ (have) the potential to transform transport as we know it," explained report co-author Daniel Fagnant — and bring billions of dollars' worth of benefits. But \_\_\_\_\_ (get) to that point in the future \_\_\_\_\_ (not be) easy.

Will cars with no drivers catch on? Use the evidence from the text to explain your answer.


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**Tenses / Verb form (v + ing / pp) / Passive voice / Bare Infinitive**

**The benefits of self-driving cars [2015 DSE RP B1 Text 4]**

[5] It's easy to list the benefits of a world with self-driving vehicles. Safety is the biggest. Right now, more than 30,000 people \_\_\_\_\_ (die) each year in the United States from automobile crashes, And roughly 40 percent of fatal accidents \_\_\_\_\_ (cause) by alcohol, distraction, drugs or fatigue. \_\_\_\_\_ (let) robots take the wheel would \_\_\_\_\_ (save) lives.

[6] Or take congestion. Cars \_\_\_\_\_ (drive) by robots could travel closer together at steadier speeds. They wouldn't bunch up in traffic jams caused by a ripple of brake lights. More cars could \_\_\_\_\_ (squeeze) onto the road and move more quickly, and a lot of time and fuel would \_\_\_\_\_ (save).

[7] If just 10 percent of the vehicles on the road \_\_\_\_\_ (be) self-driving cars, the authors estimate, the country could \_\_\_\_\_ (save) more than \$37 billion a year — fewer deaths, less fuel, more free time. If we \_\_\_\_\_ (reach) a point where 90 percent of the cars on the road \_\_\_\_\_ (be) self-driving vehicles, the benefits would \_\_\_\_\_ (rise) to around \$450 billion a year.

[8] Now, as Fagnant pointed out in a presentation, these are "ballpark, rough estimates...guesses, really." So don't get too \_\_\_\_\_ (fixate) on the numbers, They're meant to be illustrative, not definitive.

[9] The authors also didn't try to quantify any of the costs of self-driving vehicles. What's the price tag on these gadgets? How does that compare to the benefits?

[10] And what about unforeseen consequences? Researchers can't \_\_\_\_\_ (predict) how, exactly, self-driving cars might reshape society. Maybe the vehicles \_\_\_\_\_ (include) even more travel and congestion will get worse. Or maybe they \_\_\_\_\_ (lead) to an increase in air pollution. It's impossible to know at this point. Still, the advantages are tantalizing.

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**Tenses / Verb form (v + ing / pp) / Passive voice / Bare Infinitive**

**The problems of self-driving cars [2015 DSE RP B1 Text 4]**

[11] Even if the benefits are many, self-driving vehicles have a lot of hoops to leap through. First, the technology is still very pricey. By one estimate, the first wave of autonomous vehicles could \_\_\_\_\_ (cost) over \$100,000 — five times the cost of the average new vehicle. Even that might be an underestimate: the 3-D sensors alone on Google's autonomous car \_\_\_\_\_ (cost) about \$70,000.

[12] Those costs would presumably come down over time, but no one \_\_\_\_\_ (know) how rapidly. And that's a big hurdle. One survey \_\_\_\_\_ (find) that only 20 percent of Americans would "definitely" or "probably" buy a car with self-driving capabilities even if the price \_\_\_\_\_ (drop) to \$30,000.

[13] What's more, while the technology is rapidly improving, it's far from perfect. Google's self-driving cars have now \_\_\_\_\_ (travel) more than 435,000 miles in California, but the cars have yet to be fully \_\_\_\_\_ (test) in urban environments.

[14] Most likely, self-driving technology \_\_\_\_\_ (emerge) gradually in the future, piece by piece. But even intermediate features pose unique challenges.

[15] Early autonomous cars will likely require their human drivers to take the wheel during especially \_\_\_\_\_ (complicate) situations. But as one car maker is discovering, it's difficult to get people to drift in and out of attention while \_\_\_\_\_ (drive) — and the process of \_\_\_\_\_ (switch) back and forth between robot and human could well make these cars less safe, at first.

[16] The Eno report also notes that there's still a ton of research yet to be \_\_\_\_\_ (do) about the prospect of self-driving cars. "As long as crucial questions go unanswered," the report concludes, "the nation \_\_\_\_\_ (hamper) in its ability to successfully plan for and introduce [autonomous vehicles] into the transportation system."



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**Tenses / Verb form (v + ing / pp) / Passive voice****Who are the Millennials? [2017 DSE RP B2]**

[1] Authors Neil Howe and William Strauss are widely \_\_\_\_\_ (credit) with \_\_\_\_\_ (coin) the term 'Millennial Generation', a reference to children \_\_\_\_\_ (graduate) from secondary school in the year 2000. Since their landmark research on generational types, many authors \_\_\_\_\_ (build) on Howe and Strauss' work. This article will identify a number of general themes found in recent literature regarding the Millennial generation. Many of these themes, though \_\_\_\_\_ (originate) from different sources and perspectives, are complementary, and even those in conflict with one another find they have common foundations.

[2] This article \_\_\_\_\_ (refere) to Millennials as those born from approximately 1980 through 2000 (Howe & Strauss, 2003; Sutherland & Thompson, 2001). The most significant variation on this definition \_\_\_\_\_ (come) from Twenge, who includes all those born in the 1970s as well (Twenge, 2006).

[3] By and large, the Millennials \_\_\_\_\_ (consider) the children of the Baby Boomers?. They have grown up in a child-centred society, \_\_\_\_\_ (adore) from infancy by their parents and other adults (Sutherland & Thompson, 2001). They \_\_\_\_\_ (live) in an era of relative peace, knowing little of worldwide conflict until the recent emergence of global terrorism. They have also lived in an era of relative prosperity, in which economic boom periods have been high, and downturns \_\_\_\_\_ (be) slight (Howe & Strauss, 2003).

**Tudor's Book Covers Implausible, Impossible Korea      [2015 DSE Part A Text 2]  
October 15, 2012  
By Evan Ramstad**

[1] Daniel Tudor is one of the most influential foreign \_\_\_\_\_ (correspondent / correspondents) in South Korea — and one of the least known. As the reporter for the Economist, which \_\_\_\_\_ (not use) bylines, most of his work \_\_\_\_\_ (publish) anonymously. But Mr. Tudor's profile is about to take a sharp rise with the publication of his new book, "Korea: The Impossible Country".

[2] \_\_\_\_\_ is the first English-language book to cover the whole waterfront of South Korean society — historical, cultural, economic, social, political — since one by another influential British expat, Michael Breen, with "The Koreans," \_\_\_\_\_ was originally published in 1998 and revised in 2004. [Mr. Breen provided a recommendation on Mr. Tudor's book jacket.] "Korea: The Impossible Country" is also likely to get \_\_\_\_\_ (add) to the list of must-read books for anyone from outside of South Korea \_\_\_\_\_ wants to do business or live in the country.

[4] Mr. Tudor pushes into new social and economic territory with his book, including the \_\_\_\_\_ (rise) role of immigrants, multicultural families and even gay people in South Korea. He \_\_\_\_\_ (lay) out some of the contradictory behavior one \_\_\_\_\_ (finds) in South Korea, such as the unending desire for new and trendy gadgets and fashion and yet the tunnel-like view of what constitutes a successful life. At the end, he \_\_\_\_\_ (ask) the question that nearly every visitor \_\_\_\_\_ (have) after \_\_\_\_\_ (spend) some time in South Korea: why aren't people happier with what they've done?

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**Tenses / Verb form (v + ing / pp) / Passive voice / Pronouns / Relative Clause /  
to-infinitive**

**Young Minds in Critical Condition [2015 DSE Part B]**

**By Michael S. Roth**

[1] It \_\_\_\_\_ (happen) every semester. A student triumphantly \_\_\_\_\_ (point) out that Jean-Jacques Rousseau' is \_\_\_\_\_ (undermine) himself when he claims "the man \_\_\_\_\_ reflects is a depraved animal," or that Ralph Waldo Emerson's call for self-reliance is in effect a call for reliance on Emerson \_\_\_\_\_. \_\_\_\_\_ (Try) not to sound too weary, I ask the student to imagine that the authors had already considered these issues.

[2] Instead of \_\_\_\_\_ (try) to find mistakes in the texts, I suggest we take the point of view that our authors \_\_\_\_\_ (create) these apparent "contradictions" in order to get readers like us \_\_\_\_\_ (ponder) more interesting questions. How do we think about inequality and learning, for example, or how can we stand on our own feet while \_\_\_\_\_ (be) open to inspiration from the world around us? Yes, there's a certain satisfaction in being critical of our authors, but isn't it more interesting \_\_\_\_\_ (put) ourselves in a frame of mind to find inspiration in them?

[3] Our best college students are very good at \_\_\_\_\_ (be) critical. In fact being smart, for many, \_\_\_\_\_ (mean) being critical. \_\_\_\_\_ (Have) strong critical skills shows that you will not be easily fooled. It is a sign of sophistication, especially when \_\_\_\_\_ (couple) with an acknowledgment of one's own "privilege".

[4] The combination of resistance \_\_\_\_\_ (influence) and deflection of responsibility by \_\_\_\_\_ (confess) to one's advantages is a sure sign of one's ability to negotiate the politics of learning on campus. But this ability will not take you very far beyond the university. Taking things apart, or taking people down, can provide the satisfactions of cynicism. But this is a thin gruel.

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**Tenses / Verb form (v + ing / pp) / Passive voice / Relative Clause /**

**Young Minds in Critical Condition [2015 DSE Part B]**

**Comments**

**Tom**

**6/5/2014 2:47 AM GMT+0800**

Are you serious? \$60,000 \_\_\_\_\_ (take) out in student loans for tuition, room and board and no prospect for a job. Better to stick to any STEM program in college (science, technology, engineering, math). You can get the type of education \_\_\_\_\_ (discuss) in the article, and even more, from your local library, \_\_\_\_\_ costs maybe \$1.50 in late fines when you are \_\_\_\_\_ (finish), if you really \_\_\_\_\_ (want) to explore what it \_\_\_\_\_ (mean) to be human. Clearly this article \_\_\_\_\_ (write) for the American higher education "rip-off machine".

**Laura**

**6/5/2014 8:00 PM GMT+0800**

It \_\_\_\_\_ (take) months or years to design and build a structure, and most \_\_\_\_\_ (be) incapable of \_\_\_\_\_ (do) this; however, it takes hours and less skill to wreck it.

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**Tenses / Verb form (v + ing / pp) / Passive voice / Relative Clause / Pronouns**

**Master teaches a much-loved instrument [2013 DSE RP B1 Text 2]**

[1] The guzheng \_\_\_\_\_ (be) a popular Chinese instrument since ancient times. It \_\_\_\_\_ (originate) during the Warring States period and first became popular during the Qin Dynasty.

[2] After \_\_\_\_\_ (survive) the turbulent times of the Cultural Revolution, \_\_\_\_\_ popularity was restored and today it is one of the most \_\_\_\_\_ (love) Chinese instruments, recognised as a representative of traditional Chinese culture around the world.

[3] 'Chinese people \_\_\_\_\_ (attract) to learning the guzheng because they \_\_\_\_\_ (expose) to its sound since childhood,' says Zou Lunlun, guzheng artist and founder of the International Academy for Musical Arts.

[4] 'Westerners are attracted to it because of its exotic and \_\_\_\_\_ (relax) sound. The skills of \_\_\_\_\_ (play) the guzheng bring many benefits, such as artistic expression, sense of accomplishment, stress relief, social activity and physical activity.'

[5] Zou, born into a family of guzheng musicians who go back four generations, has traveled the world as a master performer. She has played for celebrities and politicians \_\_\_\_\_ include the former prime ministers of Australia and New Zealand, and former president Jiang Zemin.

[6] Now based in Hong Kong, Zou \_\_\_\_\_ (found) the International Academy for Musical Arts in North Point in 2006. The school \_\_\_\_\_ (offer) guzheng classes to children and adults \_\_\_\_\_ (teach) by Zou. Students can choose from a group class, one-to-one tuition or lessons available via Skype.

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**Tenses / Verb form (v + ing / pp) / to-infinitive / Relative Clause / Pronouns**

**What your updates say about you [2013 DSE RP B1 Text 3]**

**[1] Social media is great for deepening bonds, making friends, or finding that special \_\_\_\_\_ (anyone / someone / no one). Or is it?**

**[2] New research suggests that so-called power users, \_\_\_\_\_ contribute much more content than the average Facebook user, are unwittingly revealing undesirable personal traits to their peers. The recent study also \_\_\_\_\_ (suggest) that Facebook is not good for those \_\_\_\_\_ (suffer) from low self-esteem.**

**[3] 'We had this idea that Facebook could be a fantastic place for people \_\_\_\_\_ (strengthen) their relationships,' says Amanda Forest of the University of Waterloo in Ontario, Canada.**

**[4] This assumption seems fair when applied to most people, especially those with low self esteem. However, the findings of Forest's research — \_\_\_\_\_ (title) 'When Social Networking Is Not Working' — \_\_\_\_\_ (suggest) that isn't so.**

**[5] The study revealed that people with low self-esteem \_\_\_\_\_ (be) more negative than people with high self-esteem and liked less by strangers \_\_\_\_\_ rated the participants' status updates.**

**[6] The study also \_\_\_\_\_ (find) that people with low self-esteem got more responses from their Facebook friends when they posted highly positive updates, \_\_\_\_\_ (compare) to less positive ones. People with high self-esteem, on the other hand, used Facebook less and got more 'like' replies after \_\_\_\_\_ (post) something negative, perhaps because these responses are rarer for them.**

## Extra Parts of Speech Exercise

[illegible]









[illegible]





[illegible]



