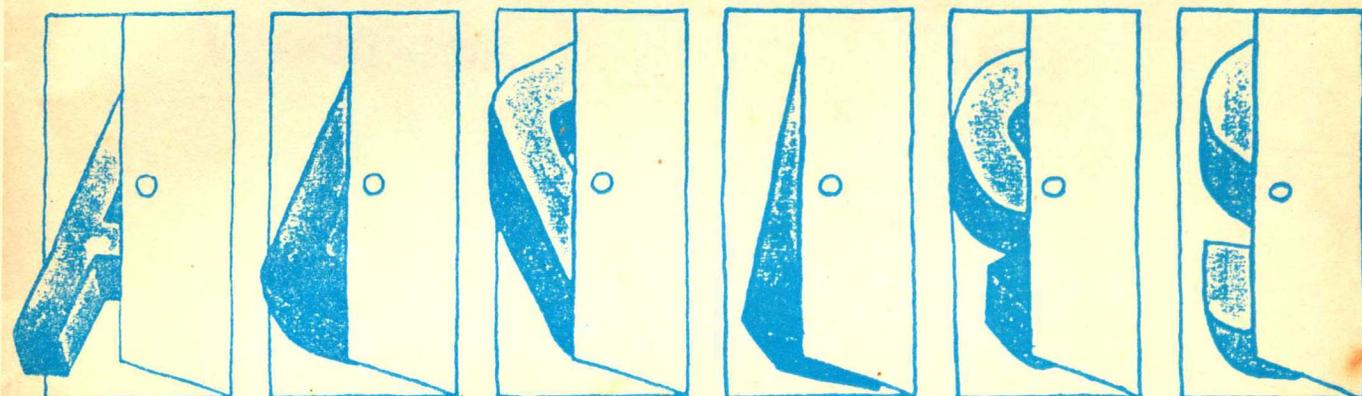


NEW ACCESS

Workbook

3

for Hong Kong Secondary Schools



D. H. Howe

New Access 3

Workbook

by D. H. Howe

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HOW TO USE THIS BOOK

This Workbook is meant to be used with New Access Book 3. It gives further written practice in the language structures and vocabulary items taught in the main book, as well as revising work done in the previous year. It also provides further practice in verbal and non-verbal understanding, problem solving, following instructions, interpreting rules and notices, etc., by means of the kinds of exercises likely to be encountered in the Scaling Test.

Each Unit in the Workbook should not, of course, be worked until the corresponding Unit in the main book has been thoroughly dealt with. Many of the exercises are designed to consolidate the work of the main book by providing meaningful written exercises in which particular language patterns are used repeatedly. The aim in all exercises is not to test but to *teach*: to provide *practice* so that the correct use of language in appropriate situations becomes a habit.

Very few mistakes should occur in the structure exercises. The aim, in fact, is to produce written work with *no* mistakes. No one learns English by making mistakes. Marking should therefore place little burden on the teacher. There is indeed much to be said for letting pupils mark each other's work in class, under the teacher's supervision, since this increases their awareness of the points involved.

If the teacher wishes, or finds it necessary with a particular class, the exercises may be practised orally first, but normally it should be necessary only to make sure that the pupils know what is expected of them. The Workbook is very suitable for homework.

UNIT	PAGE	SYLLABUS ITEMS	LANGUAGE STRUCTURE EXERCISES
1	1	90	Adverbs and adverbial phrases; sentence connectors. Problem solving/following instructions: the time.
2	4	91-93	<i>It</i> and adjectives followed by an infinitive. Interpretation of rules, notices, etc.: a charity walk.
3	7	94	Interrogative adverbs and pronouns followed by infinitives. Reading comprehension.
4	10	95	Revision of indirect questions; <i>if/whether</i> clauses. Problem solving/following instructions: a graph.

UNIT	PAGE	SYLLABUS ITEMS	LANGUAGE STRUCTURE EXERCISES
5	13	96	Revision of <i>that</i> clauses. Interpretation of rules: a poetry competition.
6	16	97-99	Infinitive of purpose; infinitives after nouns; <i>so that</i> . . . : purpose. Problem solving/following instructions: using a camera.
7	19	100	Adverb clauses of condition: future time; unfulfilled or impossible conditions. Problem solving: the Community Chest.
8	22	101-103	<i>Should (not) have</i> . Reading comprehension; interpretation of an advertisement.
9	25	104	<i>After and before</i> . Following instructions/problem solving: filling in a form.
10	28	105-106	The past perfect tense; the future perfect tense.
11	31	107	The present perfect continuous tense. Interpreting rules, etc.: the school dramatic society.
12	34	108	<i>Although, though, even though, in spite of, even if</i> . Reading comprehension.
13	37	109	Adverb clauses and participle phrases of time.
14	40	110	The passive. Following instructions: simple directions.
15	43	110	More practice with passive forms and uses. Interpretation of rules, etc.: some soccer rules.
16	46	111-114	Possibility and probability; adjective patterns.
17	49	115-118	Unfulfilled conditions in the past; <i>so . . . that (result)</i> . Following instructions, problem solving, etc.: solitaire.
18	52	119	Relative clauses; defining. Interpreting rules, notices, etc.: flats to let.
19	55	119	Relative clauses: defining and non-defining.
20	58	120-126	<i>Either . . . or; neither . . . nor; so/neither; each other; else</i> . Following instructions, problem solving: a telephone directory.

Unit One

A Problem solving/following instructions: the time

Timetables often use twenty-four hour numbering. Look at this table and then follow the instructions below:

a.m./p.m. times	twenty-four hour times	times in words
12.00 (midnight)	2400	twelve o'clock/midnight
12.15 a.m.	0015	twelve fifteen/a quarter past twelve
12.30 a.m.	0030	twelve thirty/half past twelve
12.45 a.m.	0045	twelve forty-five/a quarter to one
1.00 a.m.	0100	one o'clock
12.00 (midday)	1200	twelve o'clock/noon/midday
1.00 p.m.	1300	one o'clock
1.20 p.m.	1320	one twenty/twenty past one
1.25 p.m.	1325	one twenty-five/twenty-five past one
1.35 p.m.	1335	one thirty-five/twenty-five to two
1.57 p.m.	1357	one fifty-seven/three minutes to two
4.00 p.m.	1600	four o'clock
11.00 p.m.	2300	eleven o'clock

Use these notes to complete the timetable below for a plane flying from Tokyo to London. Give both twenty-four hour times and a.m./p.m. times. The first is done for you:

Notes: The plane leaves Tokyo at five forty-five/arrives Hong Kong five to nine and leaves at a quarter to ten/gets to Bangkok at eleven twenty-five, departs at fifteen minutes past midnight/arrives Karachi at three in the morning, leaves at four/gets to Athens at ten to eight and leaves at nine o'clock/arrives at London at twenty-five to twelve.

TOKYO	dep: 1745 (5.45 p.m.)	KARACHI	arr: _____
HONG KONG	arr: 2055 (8.55 p.m.)		dep: _____
	dep: _____	ATHENS	arr: _____
BANGKOK	arr: _____		dep: _____
	dep: _____	LONDON	arr: _____

Unit One

B Use the words given to fill in the blank spaces. They are not in the right order.

After that Second Afterwards First Then Next Finally

A Trick

Tell a friend that you can find out his age and how much money he has in his pocket (if it is not more than a dollar). This is how you do it.

_____ tell him to write down his age, without showing it to you. _____
tell him, or her, to double it. _____ tell him to add 8. _____ tell him to
multiply it by 50. _____ tell him to take away 415. _____ tell him to add
the number of cents in his pocket. _____ ask him the number. Add 15 to it. You will
then have a four-figure number. The first two numbers will be his age and the last two will be
the money in his pocket. Try it!

C Rewrite the sentences using the adverbs given to replace the words in *italics*.

easily wearily clearly thoughtlessly anxiously consequently

- 1 Mr. Choy always signed his name *so that anyone could read it*.
- 2 'You have big ears,' Wai Ming said to Chung Wa *without thinking*.
- 3 *In a very tired manner*, Po Yee climbed the steps to the top flat.
- 4 Chi Shing passed the examination *without having to work hard*.
- 5 Mrs. Lai opened the letter from the police station *in a frightened and worried way*.
- 6 He refused to take the doctor's advice and *as a result* became very ill.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

Unit One

D In each blank space write one of the adverbials given. Do not use any more than once.

After six years In addition However Three weeks later Furthermore

As a result Moreover Consequently On the other hand

- 1 He entered primary school in 1970. _____ he went on to secondary school.
- 2 Peter reads the newspaper every day. _____ he knows what is happening.
- 3 Mary does two hours' homework every evening. _____ she practises the piano for another two hours.
- 4 Some people say that watching too much television may be bad for your eyes. _____ they say that it can waste a lot of time. _____ we can learn a great deal from watching good television programmes.
- 5 Shu Hung broke his leg last week. _____ he cannot play football now.
- 6 Chi Ming left school at the end of July. _____ he started work in an office.
- 7 Boys are usually stronger than girls. _____ girls are often cleverer with their fingers.
- 8 'You cannot go out,' said Tom's mother, 'because it is raining. _____ you have not finished your homework.'

The former The latter For example For instance
 Fortunately Unfortunately Another More importantly

- 9 He had a raincoat and an umbrella. _____ did not keep the rain out. _____ had a broken handle.
- 10 Everything seemed to go wrong that morning. _____ he missed the bus and had to walk to school.
- 11 She slipped and hurt herself. _____ it was only a small injury.
- 12 He was given ten dollars for his birthday. _____ he lost it.
- 13 Football is played all over Hong Kong. _____ sport is tennis.
- 14 Thieves broke into a government office last night and stole a small amount of money. _____ they destroyed all the records.
- 15 Many people like collecting things. _____ stamp-collecting is very popular all over the world.

Unit Two

A Interpretation of rules, notices, etc.

It's time to walk for charity...

In Hong Kong, a walk can be a charity. All it costs is a little extra time.

The Walks for Millions have been enthusiastically supported by many people since they were first held 10 years ago. Last year, \$5.5 million was raised and more than 120,000 walkers took part in the Hong Kong, New Territories and Kowloon Walks.

The Hong Kong Walk organized by the Community Chest for the current fund raising campaign will be held on the Island on Sunday, December 7.

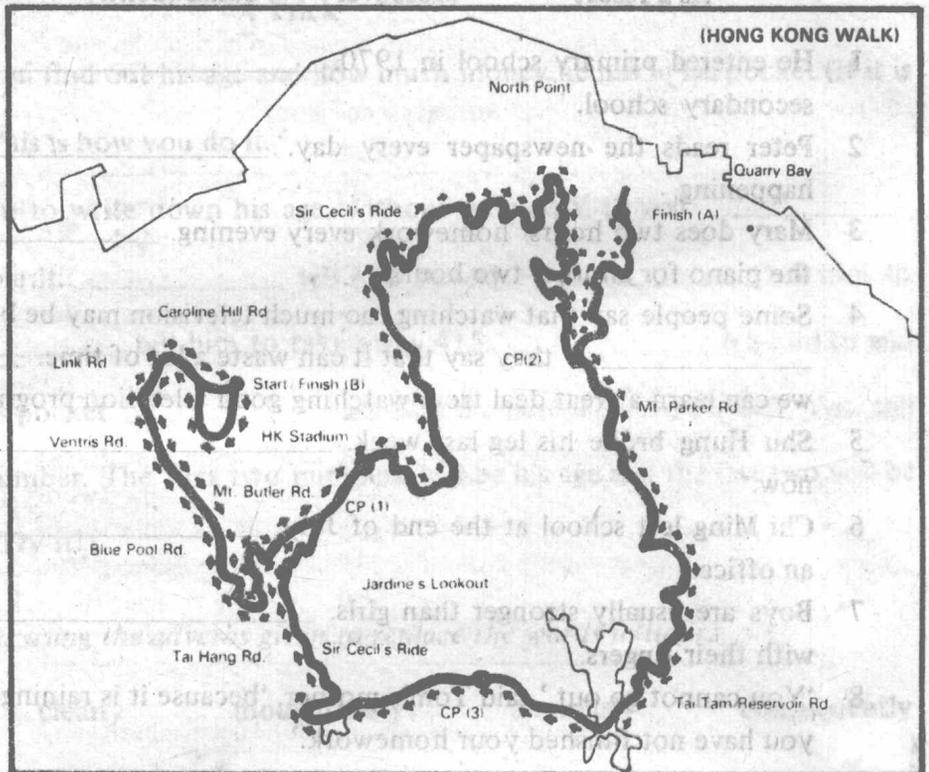
The president of the Community Chest, Lady Cater, wife of the Chief Secretary, Sir Jack Cater, will officiate at the starting ceremony at 9 am.

There will be a new route for this year's Hong Kong Walk because of roadworks on Stubbs Road, though the starting and finishing points will remain unchanged at the Hong Kong Stadium.

The new route will cover the country park at Tai Tam.

The walk covers 20 km but walkers may drop out at any of the checkpoints along the route.

The full route is Hong Kong Stadium, Link Road, Ventris Road, Blue Pool Road, Mount Butler Road, Sir Cecil's Ride, Mount Parker Road, Tai Tam



Reservoir Road, Sir Cecil's Ride, Mount Butler Road, Blue Pool Road, Ventris Road, Link Road and Hong Kong Stadium.

There is a shorter route which covers 14 km. The starting place will be the same but the finishing point will be at Mount Parker Road, Quarry Bay.

The starting time is from 8-10 am. Sponsorship forms can be obtained from the City District Offices, and the Chest office at 905 World Trade Centre, Causeway Bay (telephone 5-761261).



Unit Two

The notice on page 4 appeared in the South China Morning Post on November 10, 1980. Read it carefully and then answer the following questions about it in the spaces provided below. One-word answers are acceptable.

- 1 In what year was the first 'Walk for Millions' held?

- 2 When will the Walk referred to in this notice officially begin? (Give date and time.)

- 3 Who was the President of the Community Chest at the time of the notice?

- 4 Who was to start the Walk?

- 5 Which is longer, Route A or Route B?

- 6 What is the difference in length between the two routes?

- 7 Where does the shorter route finish?

- 8 Where did previous Walks finish?

- 9 According to the map, how many reservoirs are passed by Route B?

- 10 Which road joins Blue Pool Road to Mt. Butler Road on the map?

- 11 _____
- 12 _____

Unit Two

B Match the parts of sentences in A and B to make four good sentences.

A	B
An ape is like a monkey	because it has no stairs.
A chemist is different from a doctor	but it always has stringed instruments.
An orchestra is like a band	but it has no tail.
A flat is different from a house	because he cannot treat sick people.

- 1 _____
- 2 _____
- 3 _____
- 4 _____

C Use the words given to complete the sentences.

dangerous foolish careless cowardly dishonest rude
 difficult polite honest impossible pleasant wise

- 1 It is _____ to run across a busy street.
- 2 It is _____ to leave your books lying on the floor.
- 3 It is _____ to run away from danger.
- 4 It is _____ to keep things that do not belong to us.
- 5 It is _____ to swim under water for a long distance.
- 6 It is _____ to say 'Please' when we want something.
- 7 It is _____ to return things we find to their owner.
- 8 It is _____ to swim when the sea is rough or a red flag is flying.
- 9 It is _____ to think carefully before speaking.
- 10 It is _____ to have a cool drink on a hot day.
- 11 It is _____ to take something from someone without saying 'Thank you'.
- 12 It is _____ to push a piece of string through the eye of a needle.

Unit Two

D Write full answers to the questions.

1 Is it better to play games in the cool of the evening or in the heat of the day?

It is better to play games in the cool of the evening.

2 Is it cheaper to make your own clothes or to buy them?

3 Is it healthier to go to bed early and get up early or to go to bed late and get up late?

4 Is it more comfortable to wear thick clothes or thin clothes in hot weather?

5 Is it better to do your homework as soon as you get home or late at night?

6 Is it better to be poor and honest or rich and dishonest?

Unit Three

A Write replies like the first one.

1 'Where shall I put the desk?' *'I don't know where to put the desk.'*

Why don't you ask someone where to put it?'

2 Where shall I put the picture?

3 Where shall I take the books?

4 Where shall I hang the pictures?

Unit Three

B Reading comprehension For each blank in this letter, choose the best answer from the choices given below and on the next page. Write the answers in the blank spaces.

2nd October, 1981

Dear Peter,

(1) you very much for your letter. I was very (2) to hear about your school in England. Your school is (3) my school in many ways but in some ways it is (4).

Do you have walks to raise money for (5)? We often have them here in Hong Kong. We (6) them 'Walks for Millions'. (7) walker has a number of sponsors. (8) are people who promise to pay some money for every mile walked. The further you walk, the (9) money you get.

I took part in one (10) month. It was (11) by the Community Chest. We have one (12) year but this year there was a new (13). The (14) was 20 km but you could drop out at check points if that was (15) much. I walked the (16) 20 km and made \$100 for the Community Chest.

I will write to you again soon.

Best wishes,

Mark

- | | | | |
|-----------------|-----------------|------------------|-------------------|
| 1 A. Thanking | 5 A. charitable | 9 A. further | 13 A. way |
| B. Thanks | B. poor | B. more | B. path |
| C. Thank | C. giving | C. extra | C. route |
| D. Thanked | D. charity | D. much | D. journey |
| 2 A. interested | 6 A. call | 10 A. following | 14 A. measurement |
| B. interests | B. title | B. next | B. kilometres |
| C. interesting | C. christen | C. a | C. distant |
| D. interest | D. appoint | D. last | D. distance |
| 3 A. similar | 7 A. All | 11. A. organized | 15 A. two |
| B. like | B. Each | B. kept | B. over |
| C. alike | C. Some | C. running | C. very |
| D. liking | D. That | D. given | D. too |
| 4 A. different | 8 A. These | 12 A. all | 16 A. all |
| B. unlike | B. So | B. that | B. whole |
| C. difference | C. It | C. every | C. every |
| D. same | D. This | D. for | D. each |

Unit Three

C Write sentences like the first two.

1 'Leave home at nine o'clock and take a No. 7 bus,' Mr. Lam said to Peter.

Mr. Lam told Peter when to leave home and which bus to take.

2 'Go to the library and take your books with you,' the teacher said to them.

The teacher told them where to go and what to take with them.

3 'Stop writing at ten o'clock and go to the library,' Mr. Lee said to the students.

4 'Take a No. 6A bus and get off at the next stop,' he told her.

5 'Paint the door by the window and do it twice very carefully,' she told him.

6 'Take something to eat and drink and come home before dark,' their mother told them.

7 'Sit in the desk by the window and take out your English book,' the teacher told the new boy.

8 'Cover the book with brown paper and put it on the shelf,' Miss Tan told Mary.

9 'Begin writing now and write very clearly and neatly,' the teacher told the class.

Unit Four

A Rewrite each sentence beginning with the words given. Some have been done for you.

- 1 Where is he? Tell me *where he is*.
- 2 What are they doing? I want to know *what they are doing*.
- 3 Where can I find a knife? Do you know *where I can find a knife?*
- 4 Who is he? I don't know _____
- 5 What are they reading? Do you know _____
- 6 Why was he absent? Ask him _____
- 7 Who were those men? Find out _____
- 8 Which desk can I have? Please tell me _____
- 9 What could you see? Tell me _____
- 10 How many cakes have you eaten? I want to know _____
- 11 Where has she put the sugar? I don't know _____
- 12 Where will you go? Tell me _____
- 13 Why won't he help us? I don't know _____
- 14 When must we finish? Do you know _____
- 15 Which dress would she like? Ask her _____
- 16 Why did he go there? Do you know *why he went there?*
- 17 What did he say? Tell me _____
- 18 Which one does he like? Ask him _____
- 19 What do they want? Ask them _____
- 20 When did he arrive? Can you tell me _____

Unit Four

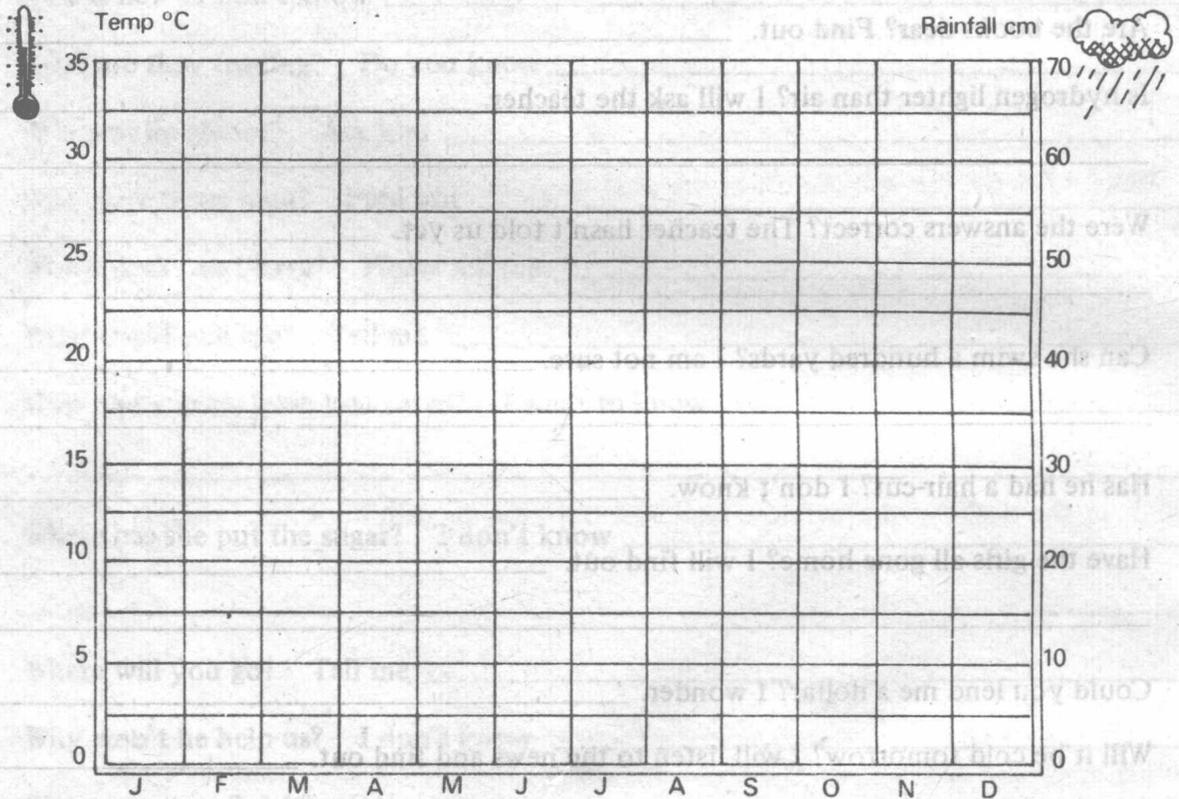
B Rewrite each pair of sentences as one sentence beginning with the words given. You may use *if* or *whether*. Some have been done for you.

- 1 Is he here? I don't know. *I don't know if he is here.*
- 2 Have they finished? I'll ask them. *I'll ask them whether they have finished.*
- 3 Is it going to rain? I don't know. _____
- 4 Are the books dear? Find out. _____
- 5 Is hydrogen lighter than air? I will ask the teacher. _____
- 6 Were the answers correct? The teacher hasn't told us yet. _____
- 7 Can she swim a hundred yards? I am not sure. _____
- 8 Has he had a hair-cut? I don't know. _____
- 9 Have the girls all gone home? I will find out. _____
- 10 Could you lend me a dollar? I wonder. _____
- 11 Will it be cold tomorrow? I will listen to the news and find out. _____
- 12 Does he want a drink? Ask him. *Ask him if he wants a drink.*
- 13 Does the world go around the sun? I'm not sure. _____
- 14 Did it rain yesterday? Don't you know? _____
- 15 Does he come to school by bus? Ask him. _____
- 16 Do fish breathe? I don't know. _____

Unit Four

Problem solving Use these figures to draw a climate graph. Then answer the questions below in the spaces.

	J	F	M	A	M	J	J	A	S	O	N	D
Temp. °C	23	25	26	28	30	30	27	27	27	28	27	26
Rain cm	.25	.25	.25	.25	1.50	48.50	62.00	34.00	26.50	6.30	1.20	.25



- Which is the hottest month?
- How many months are comparatively dry?
- If we say that anything more than 10 cm of rain in one month is wet, how many months would you describe as hot and wet?
- Which month is both hottest and driest?
- What is the annual range in temperature?