

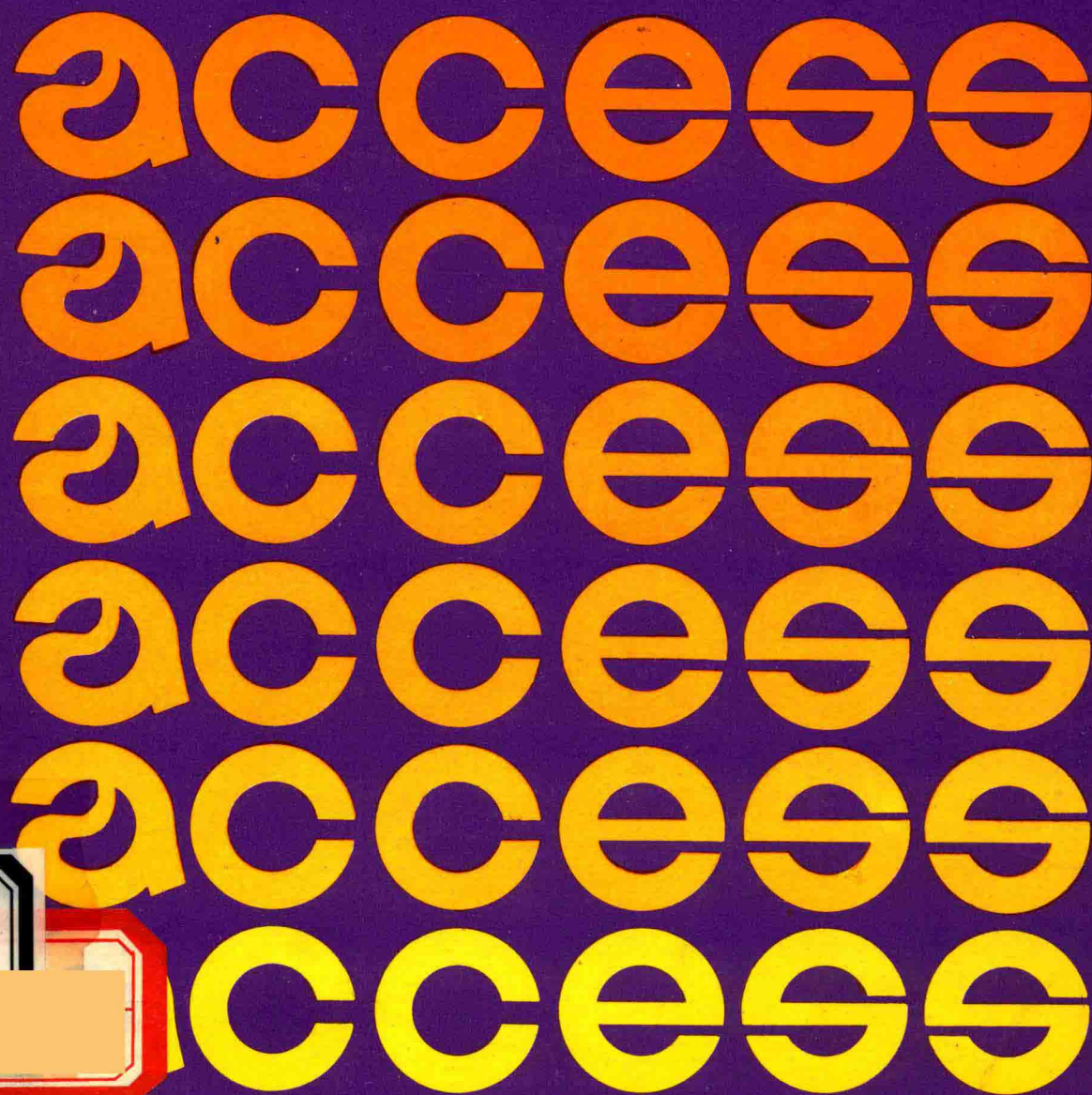
# Access

Revised edition

D. H. Howe

Workbook

3



for Hong Kong Secondary Schools

# **Access** **3**

**Revised edition**

**A**CTIVE  
**C**COURSE in  
**C**CERTIFICATE  
**E**NGLISH for  
**S**ECONDARY  
**S**SCHOOLS

**Workbook**

**by D. H. Howe**



**Oxford University Press Hong Kong**



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## HOW TO USE THIS BOOK

This Workbook is meant to be used with *Access Book 3*. Each three-page Unit 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. Like the main book, therefore, this Workbook closely follows the new *Syllabus for Secondary Schools* issued by the Education Department.

Each Unit in the Workbook should not, of course, be worked until the corresponding Unit in the main book has been thoroughly dealt with. 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, as in the main book, is not to test but to *teach*: to provide *practice* so that the correct use of language items in appropriate situations becomes a habit.

Very few mistakes should occur in the Workbook 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 the 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 by going through the first few examples. The Workbook is very suitable for homework.

UNIT	PAGE	SYLLABUS ITEMS	LANGUAGE STRUCTURE EXERCISES
1	1	90	Adverbs and adverbial phrases; sentence connectors.
2	4	91–93	Comparatives and superlatives of adverbs; comparisons using <i>as . . . as . . .</i> ; <i>like, the same as, different from</i> ; <i>It</i> and adjectives followed by an infinitive.
3	7	94	Interrogative adverbs and pronouns followed by infinitives.
4	10	95	Revision of indirect questions; <i>if/whether</i> clauses.
5	13	96	Revision of indirect commands; <i>that</i> clauses.
6	16	97–99	<i>Can, could, be able</i> ; infinitive of purpose; infinitives after nouns; <i>so that . . .</i> ; purpose.
7	19	100	Adverb clauses of condition: future time; unfulfilled or impossible conditions.
8	22	101–103	<i>Must</i> and <i>needn't</i> ; <i>have to</i> ; <i>ought to</i> and <i>should</i> ; <i>should (not) have</i> .
9	25	104	<i>When, after</i> and <i>before</i> .
10	28	105–106	The past perfect tense; the future perfect tense.
11	31	107	The present perfect continuous tense.
12	34	108	<i>Although, though, even though, in spite of, even if</i> .
13	37	109	Adverb clauses and participle phrases of time.
14	40	110	The passive.
15	43	110	More practice with passive forms and uses.
16	46	111–114	Possibility and probability; adjective patterns.
17	49	115–118	Unfulfilled conditions in the past; <i>unless</i> ; <i>wish</i> ; <i>so . . . that</i> (result).
18	52	119	Relative clauses: defining.
19	55	119	Relative clauses: defining and non-defining.
20	58	120–126	<i>Either . . . or</i> ; <i>neither . . . nor</i> ; <i>so/neither</i> ; <i>each other</i> ; <i>else</i> ; emphatic pronouns.

## Unit One

A Read the passage and then answer the questions beginning with the words given.

She chose the presents very carefully. Then she wrapped each one neatly in brightly coloured paper. She put them carefully into a box and tied it tightly with strong string. Then she wrote her parents' name clearly on the outside. She wanted it to reach them before Christmas Day so she took it quickly to the Post Office and gently placed it on the counter.

'Please handle it carefully,' she said to the clerk.

'All right,' he said. 'I will write "Handle with care" on the parcel.' He wrote this in large, red letters. Then he put the parcel carefully into a large sack.

- 1 How did she choose the presents? *She chose them very carefully.*
- 2 How did she wrap them? *She wrapped them neatly in* \_\_\_\_\_
- 3 How did she put them into the box? *She put them* \_\_\_\_\_
- 4 How did she tie the box? *She tied it* \_\_\_\_\_
- 5 How did she write her parents' name? \_\_\_\_\_
- 6 How did she take the parcel to the Post Office? \_\_\_\_\_
- 7 How did she place it on the counter? \_\_\_\_\_
- 8 How did the clerk handle the parcel? \_\_\_\_\_
- 9 How did he write the words on the parcel? \_\_\_\_\_
- 10 How did he put the parcel into the sack? \_\_\_\_\_

B Write in the blank spaces the adverb forms of the adjectives in italics.

- 1 His writing is *careless* and *untidy*. He writes \_\_\_\_\_ and \_\_\_\_\_
- 2 He is a *slow* but *careful* speaker. He speaks \_\_\_\_\_ but \_\_\_\_\_
- 3 The children sounded *noisy* but *happy*. They were talking \_\_\_\_\_ but \_\_\_\_\_
- 4 When she spoke, she was *shy* but her words were clear. She spoke \_\_\_\_\_ but \_\_\_\_\_
- 5 She was a *good* worker and she was *fast*, too. She worked \_\_\_\_\_ and \_\_\_\_\_



## Unit One

C 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!

D 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

E 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

*This table shows how long it took three boys and three girls to take an examination, and how many marks they were given.*

	Time taken in minutes	Marks
John	36	90
Peter	41	84
Mark	45	32
Ann	36	90
Susan	42	79
Betty	45	32

A *Answer the questions. Some are done for you.*

- 1 Did John work less quickly than Peter? *No, he worked more quickly.*
- 2 Did John work less quickly than Mark? \_\_\_\_\_
- 3 Did Mark work more quickly than Peter? *No, he worked less quickly.*
- 4 Did Mark work more quickly than John? \_\_\_\_\_
- 5 Did Ann work less quickly than Susan? \_\_\_\_\_
- 6 Did Ann work less quickly than Betty? \_\_\_\_\_
- 7 Did Betty work more quickly than Susan? \_\_\_\_\_
- 8 Did Betty work more quickly than Ann? \_\_\_\_\_
- 9 Which boy worked the most slowly? *Mark worked the most slowly.*
- 10 Which boy worked the least slowly? \_\_\_\_\_
- 11 Which girl worked the most quickly? \_\_\_\_\_
- 12 Which girl worked the least quickly? \_\_\_\_\_

B *Write sentences like the examples.*

- 1 boys – fast *Peter worked faster than Mark. John worked faster than Peter. John worked the fastest of all the boys.*
- 2 girls – fast \_\_\_\_\_

## Unit Two

3 boys – good *Peter did better than Mark. John did better* \_\_\_\_\_

4 girls – good \_\_\_\_\_

5 boys – bad *Peter did worse than John. Mark did worse than Peter. Mark did* \_\_\_\_\_

6 girls – bad \_\_\_\_\_

C Write sentences using *as ... as ... or not ... as ... as ...*

1 Ann/John/quickly *Ann worked as quickly as John.*

2 Susan/John/quickly *Susan did not work as quickly as John.*

3 Mark/Betty/slowly \_\_\_\_\_

4 Ann/Betty/slowly \_\_\_\_\_

5 Ann/John/well \_\_\_\_\_

6 Mark/Betty/badly \_\_\_\_\_

7 Susan/Ann/well \_\_\_\_\_

8 Peter/John/well \_\_\_\_\_

D Write sentences using *the same as or not the same as.*

1 John/Ann/time *John's time was the same as Ann's.*

2 Peter/Mark/time \_\_\_\_\_

3 Mark/Betty/time \_\_\_\_\_

4 John/Ann/marks \_\_\_\_\_

5 Susan/Betty/marks \_\_\_\_\_

## Unit Two

E 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 \_\_\_\_\_

F 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

G 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** *Tai Hung had a rubber boat which he could blow up. Unfortunately it had a hole in it. He did not know how to mend it so he spoke to Kam Bui. Here is their conversation. Read it and then finish the description of their conversation.*

**Tai Hung:** How can I mend the boat?

**Tai Hung:** What shall I do first?

**Tai Hung:** How do I find it?

**Tai Hung:** What do I do then?

**Tai Hung:** Where can I do that?

**Tai Hung:** What do I look for?

**Tai Hung:** What shall I do when I see the bubbles?

**Tai Hung:** What shall I mend it with?

**Tai Hung:** Where can I buy a rubber patch?

**Tai Hung:** How shall I stick on the patch?

**Tai Hung:** Where can I get some glue?

**Kam Bui:** I'll tell you.

**Kam Bui:** Find the hole.

**Kam Bui:** Blow it up.

**Kam Bui:** Hold it under water.

**Kam Bui:** In the sea or in a big bath.

**Kam Bui:** Bubbles.

**Kam Bui:** Mark the place and dry the rubber. Then mend the hole.

**Kam Bui:** A rubber patch.

**Kam Bui:** At a toy shop.

**Kam Bui:** With some rubber glue.

**Kam Bui:** At the same shop.

Tai Hung wanted to know how to mend the boat and Kam Bui said that he would tell him how to mend it. Tai Hung wanted to know what to do first and Kam Bui told him what to do first. Tai Hung wanted to know \_\_\_\_\_

## 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

C Fill in the missing letters. All the words you make were new in Units 1, 2, 3 and 4.

- 1 To see well we must have good \_\_\_\_.
- 2 This is what an aeroplane lands on.
- 3 The hair above the eye.
- 4 A sudden, strong rush of wind.
- 5 An insect with hard, shiny wing-covers.
- 6 Full of life. Gay and cheerful.
- 7 Go back. Soldiers sometimes do this.
- 8 A person who is visiting places for pleasure.
- 9 A car can make this noise as a warning.
- 10 The unit used for measuring noise.
- 11 To learn something and remember it.
- 12 A person aged thirteen to nineteen.

1	E			S				
2			R	U				
3				B	R			
4		G		S				
5	B			T				
6				I				Y
7				T				T
8				U				T
9			O	T				
10	D			I				
11	M			O				
12	T			N				

- 1 A deaf person suffers from \_\_\_\_.
- 2 Not very often.
- 3 Apes live in hot, \_\_\_\_ countries.
- 4 An ape can walk \_\_\_\_ on two legs.
- 5 Rough and unpleasant.
- 6 To \_\_\_\_ is to take part in a rebellion.
- 7 A man uses one to shave his face.
- 8 Make less or smaller.
- 9 The biggest kind of ape.
- 10 To make a sound louder.
- 11 Worried.
- 12 Someone or something that is very big.

1					N			S
2				S	E			
3	T				I			L
4	U				G			
5					H			H
6				B				
7			Z	O				
8				U		E		
9				R				A
10				I		Y		
11				N	X			
12				G				

- 1 The part of a knife that cuts.
- 2 To put something back in its place.
- 3 To go down.
- 4 To make deaf.

1				B				E
2	R				A			
3					S			D
4					E	N		