

UNIT 3

Love Letters



Linda is reading a storybook. Read the following story and complete the exercises.



Short Stories

How 'long' should a short story be? Some say it should not be more than 9,000 words, but others think it can be up to 20,000 words. A short story has **a beginning, a climax and an ending**. Sometimes it has **a moral lesson** for readers.



BC Vocabulary Corner

- stammered (v)
結結巴巴地說話
- mutual (adj)
共同的
- calligraphy (n)
書法
- earnestness (n)
認真, 堅決
- registered mail (n)
掛號郵寄
- deliver (v)
遞送
- portrait (n)
畫像, 肖像

Love Letters

They met at a party. 'She is the girl I have been waiting for,' John said to himself the moment he saw Mary. His face turned red, his heart beat very fast, and he stammered, 'I ... I ... I am Jo ... Jo ... John ...'

He got Mary's address from a mutual friend, and started to write her love letters. 'Why don't you email her?'

'I have won numerous calligraphy competitions, you know. If the love message is Cupid's arrow, my handwriting is the bow.'

'Why don't you call her?'

'A letter takes effort to write. It shows earnestness.'

10 So every week John sent a love letter by registered mail.

And so every week, delivering the letter, the postman knocked on Mary's door, and then said, 'Hello madam, registered mail for you. Please sign here.'

Sometimes, John wrote in English, sometimes Chinese. Sometimes, the letter was a poem, sometimes a story. Sometimes, it was the sketch of a rose, sometimes the portrait
15 of his 'sweetheart'. In every letter, however, he wrote 'I love you' at the beginning, and 'Look forward to receiving your reply' at the end. This went on for a year and a half. He never received a reply.

 **Listening Express** 

DSE Ready
Listen carefully to how speakers spell out a word. For example, the word 'success' can be spelt 's-u-double c-e-double s'.

Ben has found some information about Michael Jackson. Vivian is helping him correct his notes. Listen to their conversation. Fill in the information and make necessary corrections.

Michael Jackson — The King of Pop



Born: 29 August _____

Died: 25 July 2009

Background information:

When he was _____ years old, he debuted on the professional music scene along with his brothers as a member of The Jack Five.

He began his solo career in _____.

He was dubbed the 'King of Pop' or by his initials, _____.

Achievements:

He made a number of difficult dance techniques popular, such as the _____ and the _____.

He was also recognized as 'the most successful entertainer of all time' by Guinness World Records.

He had sold over _____ records and CDs worldwide.





A. Conditional sentences (Type 2)

Top Tip

1. We use Type 2 conditional sentences to talk about unreal present or future situations.
2. In this type, we use the simple past tense in the **if**-clause and **would** + bare infinitive (e.g. would do) in the main clause.
e.g. David said, 'If I **were** a girl, I **would buy** that dress.'
If I had a million dollars, I **would donate** it to the charity.

Exercise 1

Tom has written some of his thoughts. Complete the sentences using the correct form of the given verbs.

1. If I _____ (be) a bird, I would fly to different parts of the world.
2. If I _____ (live) in a forest, I would feel very frightened.
3. If my eyes were larger, I _____ (be) better looking.
4. If I _____ (have) a car, I _____ (drive) to the countryside every week.
5. If I _____ (travel) to the Moon, I _____ (stick) my photo on the Moon.
6. If I _____ (become) the Chief Executive, I _____ (give) each Hong Kong resident \$10,000 every year.

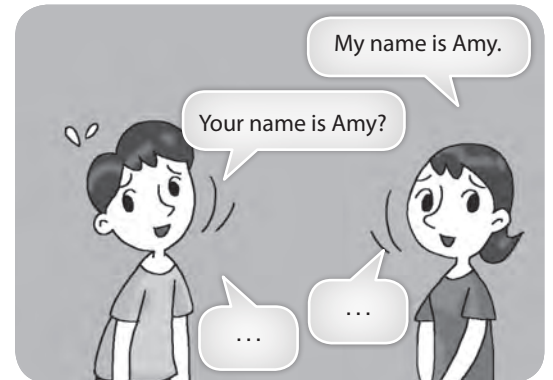
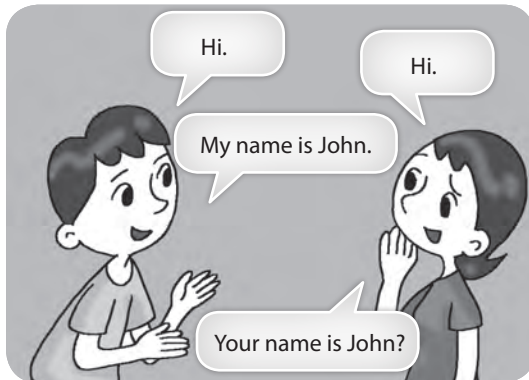
B. Conditional sentences (Type 3)

Top Tip

1. We use Type 3 conditional sentences to talk about unreal past situations. We usually use it to express regret or criticism of a past action.
2. In this type, we use the past perfect tense in the **if**-clause and **would have** + past participle (e.g. would have finished) in the main clause.
e.g. Tom got up early this morning. **If he had got** up late, he **would have missed** the bus.

 **Express Yourself** 

Keeping a conversation going



To keep a conversation going, we can reveal more information about ourselves and show an interest in others' experiences. The following are some useful phrases:

Hi, my name is John. I study at Hong Kong College.

Could you tell me more about your trip to Beijing?



 **Talk Smart**

We can also ask about others' opinions or interests.
e.g. I like music. **What about you?**

A. When you meet a new friend at school, what will you talk about? Put a tick (✓) in the appropriate brackets.

1. Hello, I'm Anne. I study at St Andrew's Secondary School. ()
2. Do you like sports? ()
3. How much does your father earn? ()
4. I go to school by bus. How about you? ()

B. Add more information to the answers.

1. A: Which class were you in last year?
B: I was in _____. My class teacher was _____.
2. A: What do you do at weekends?
B: I go out with my friends. We usually _____.

Writing Express

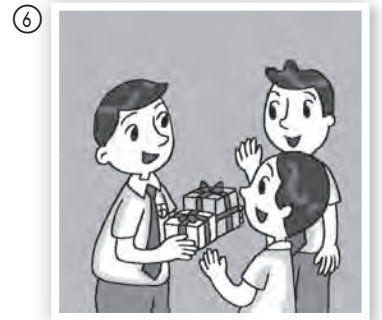
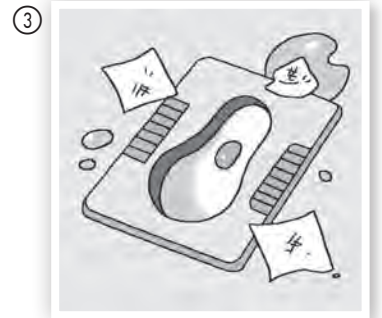
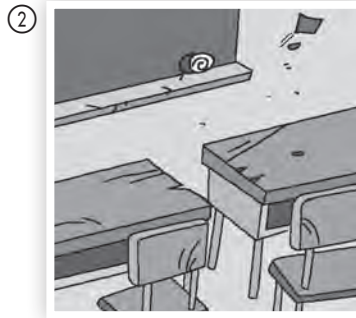


DSE Ready

Start your writing with the background information of the trip. Give your thoughts about the trip as a conclusion.

Write about 120 words on the following topic.

Your class visited Shao Guan Hope Secondary School in northern Guangdong last month. Your teacher asked you to write a report about the visit. Study the pictures below.



Word Bank

- entrance
- queued up
- clapped hands
- broken
- toilet
- bad smell
- gathering

The questions below may help you.

- a. When did you visit the school?
- b. How did the students welcome you?
- c. What places did you visit? What did you discover?
- d. What did you do with the students?
- e. What did you give to the students?
- f. How did you feel about the visit?

A. Funny words about work

Read the following sentences and underline the correct words.

1. A **white-collar** worker generally refers to a person who (likes wearing shirts with a white collar / works in the office).



2. 'New blood' in the company means (new /old) members, especially (young / old) ones, with new (clothes / ideas).

3. (Tom / John) is the **breadwinner**. He (studies / works) to supply his family with food and money.

