

IEC

Introduction to





Independent Learning

(Self Access I)

Revised Edition 1999
Education Department
Hong Kong

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So What Are Teachers' Notes? [SA1.Tn]		Pg 1			
Skills ↓	Equipment				
<i>Reading</i>	Some notes for teachers				
<i>Writing</i>	Self-access is many things to many people. In its truest form, students should pick and choose what they want to study, where they want to study, when they study and what medium they use to study through.				
<i>Speaking</i>					
<i>Listening</i>					
☆	For the purposes of the IEC, a "controlled" beginning has been chosen to give a taste of self-access or self-study.				
<i>Next?</i> SA1.INT					

You may have used self-access facilities in your schools or other institutions. You may be aware that modern facilities in the tertiary institutions in Hong Kong have cost a good deal of money to set up. Obviously with the restrictions of the IEC, this type of set up is impossible. What has been attempted in the two units that have been written for self-access is an introduction of some of the skills that students would need were they to go into a more "high-tech" or purpose-built SAC, or self-access centre.

The idea of the first unit is to train students to study independently of you, the teacher. They are introduced to the concepts of planning their study routes through the materials - pathways. They have the responsibility to mark, record and evaluate their own work. They are also asked to think about their weaknesses in English and choose material that will help them improve those areas.

It is impossible to cover all the areas that students may think they need, but it is possible to show them that they can be slightly more responsible for their progress than they may have been in the past.






They will not become independent learners over-night. In fact, they might decide that independence is not for them. After all, that is a choice too. However, some of your students may see that self-study is for them.

For this material to work, it is important that as many students have unrestricted access to it as possible. It is not designed as classroom material to be taught. It can obviously be used in a classroom setting, with you acting as a counsellor, and a guide for the students.

The teachers' notes end here! The only way to see how the material works is to look through it. Good luck.

So what is Self-Access? [SA1.INT.]

Pg 1

Skills ↓	Equipment					 15
Reading	<p>This is the first page of the self-access section of the Intensive English Course. Most of what you will do in the two self-access units will be your choice, but before you can start to use the material, you will need to do a bit of training.</p> <p>In this self-access unit we will do the following things: Learn a little about self-access Decide whether self-access is a good thing for you Learn what all the symbols on this page mean Learn what a pathway is Learn some of the skills you need to learn by practising self-access Make you feel confident about learning through self-access</p>					
Writing						
Speaking						
Listening						
☆☆☆						
Next? <i>SA1.INT.Pw.1</i>						

So what is self-access? To find out a little about self-access you are going to do some listening.



- 1 You need to find the self-access tape.
- 2 Look for "So What Is Self-Access?" on the contents list.
- 3 Once you have found it, look at the short exercise below. It is called a pre-listening exercise, because you should do it before you listen to the tape.

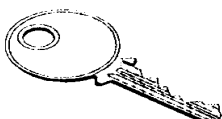
Pre-listening 1 So What Is Self-Access?

Below are a few phrases and words that are very important when you think about self-access study. Read through the list and then place them in order of importance. The most important should be number one on your list and the least important should be number 12.

Now read the words and phrases and put them in order.

teachers	someone to help	books	lots of time
learner training	work alone	homework	working quickly
school	lots of equipment	lots of practice	you

1 _____	4 _____	7 _____	10 _____
2 _____	5 _____	8 _____	11 _____
3 _____	6 _____	9 _____	12 _____

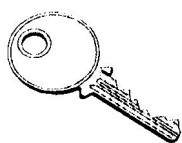


Check in the answer key to see if you have put them in the same order as I have.

The listening is in three sections. While you are listening to the first section, try to answer the following questions.

Listening 1

- 1 What is your guide's name?
- 2 What does Self-Access mean for the IEC?
- 3 Where can you use the skills you learn here?










After you check your answers each time, you should make a note of the things you did well and the things you did not do well. Self-access is not a question of racing through the material, but more a chance to work slowly and carefully through, making sure that you understand each section before you move on to the next one.

You should also make a note of the number of questions you got right because at the end of each self-access unit, there is an evaluation exercise for you to do. This will show you how well you have done over the unit and should also show you what things you need to concentrate on in the future.

You could make up a table for yourself to keep records of the work you do like this:

Title of Section	Code	Your Score	How long did it take?
Comments:			


After completing a few sections, you could write some comments on how well you think you are doing. If you are really worried about anything, you should always ask your class teacher for help or advice.


So what is Self-Access? [SA1.INT.]						Pg 3	
Skills ↓	Equipment						 15
Reading							
Writing							
Speaking							
Listening							
☆☆☆							
Next?							

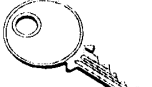
Listening 2







Write down the function of each of the symbols used in the diagram above.

Symbol A:	Symbol F:
Symbol B:	Symbol G:
Symbol C:	Symbol H:
Symbol D:	Symbol I:
Symbol E:	Symbol J:

 How are you doing with this exercise so far?

 Now I want you to think about the layout of this page. Do you understand all of the symbols that have been used?

 Look at the answer key in the tapescript to see whether you have understood all the symbols.

So what is Self-Access? [SA1.INT.]						Pg 4	
Skills ↓	Equipment						 15
<i>Reading</i>	5 The box at the top is where						
<i>Writing</i>	_____						
<i>Speaking</i>	1 This column indicates the major skill area to be focused on.						
<i>Listening</i>	_____						
☆	3 This box indicates						
<i>Next?</i>	_____						
	4 This box tells						

	2 This row indicates						

There are two more things you need to know about the layout of the material. At the start of each new section or new skill focus, you will have a page like this one. If the section has more than one page, then at the top of each following page, you will see a box like this:

So what is Self-Access? [SA1.INT]	Pg 2
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The box will have the title, section code and page number in it.

For the answer section, the box looks like this:

	So what is Self-Access? [SA1.INT]	Pg 2
---	-----------------------------------	------

The box has the same code as the exercise section.

The codes for each section reflect the skill focus each time. For example, SA1.RE is a section in Self-Access unit 1 with a reading focus. All of the different sections can be found in the Menu SA.MENU.

So what is Self-Access? [SA1.INT.Pw_1]						Pg 1
Skills ↓	Equipment					 30
Reading	Listening 3					
	Chris Wong's Proposed Pathway 					
Writing	SA1 - Introduction [SA1.INT] → SA1 - Listening [SA1.Li]					
Speaking	SA1 - _____ → SA1 - _____					
Listening	SA1 - _____ → SA1 - Reading [SA1.Re]					
☆☆☆	SA1 - Evaluation [SA1.Eva] → SA2 - Unit two					
Next? SA1.Re						

Chris Wong's Weaknesses

	Weakest	2nd Weakest	3rd Weakest	Next Weakest	
Skill Area	Listening	_____	_____	_____	Reading
SA1 - Section	So What is Self-Access Listening?	_____?	So What Is Self-Access _____?	_____?	So What is Self-Access Reading?



What do you think about Chris' proposed pathway? Do you think that he stuck to it? If you don't think he did, why?

Your Weaknesses

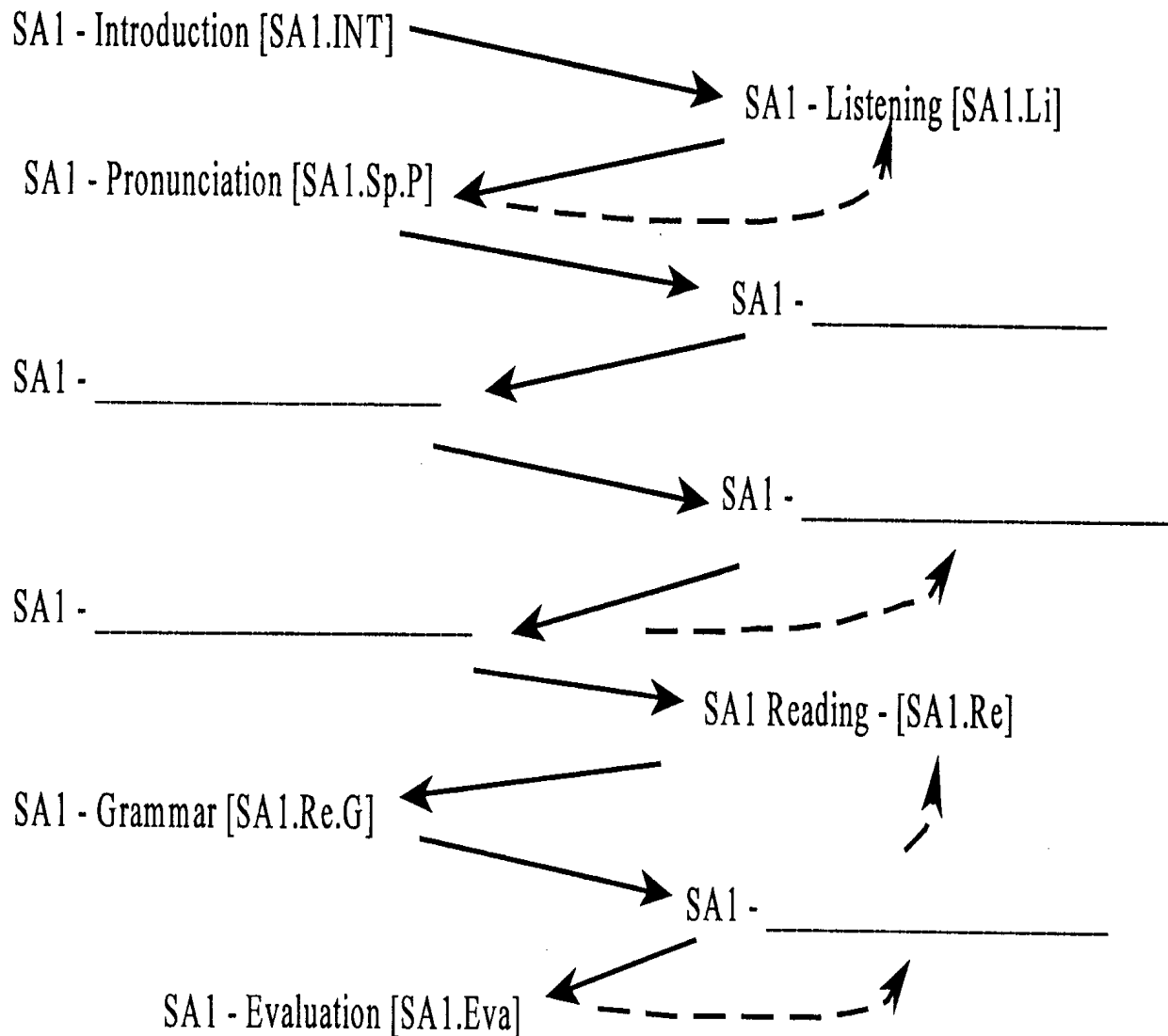


What do you think about your weaknesses in English? Try to do what Chris Wong did and fill in the table below. This should be for you and not necessarily the same as Chris'.

	Weakest	2nd Weakest	3rd Weakest	4th Weakest	5th Weakest
Skill Area					
SA1 - Section					






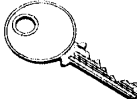
Now listen to the rest of what Chris Wong has to say about pathways. As you are listening, try to complete the revised pathway below. As you can see, the start and finish points are the same. However, it is no longer as simple as the first one.

Chris Wong's Revised Pathway



Chris' reasons for changing the pathway

1
2
3

Skills ↓					
Reading	Welcome to the ANSWER KEY for the Self-Access section of the Intensive English Course.				
Writing	 it means that you have answers or a tapescript in front of you.				
Speaking					
Listening	As you will be doing most of this on your own or with friends, there will be notes to explain why answers are correct. There will only be notes for the more difficult questions because some answers are obvious!!!!				
☆☆☆					
Next?					

Pre-listening 1 So What Is Self-Access?

1 YOU	4 someone to help	7 work alone	10 school
2 learner training	5 books	8 teachers	11 working quickly
3 lots of practice	6 lots of time	9 homework	12 lots of equipment

These are possible answers to the Pre-listening task. The reasons for the answers are given in the third section of **Listening 1 "So What is Self-Access"**

Listening 1






- 1 Your guide's name is Gareth.
- 2 Self-Access for the IEC means you do things for you, working independently of a teacher.
- 3 You should be able to use the skills you learn in Self-Access in the other IEC units and your other subjects at school.

? How well did you do? This was a fairly simple exercise and so I hope that you got three out of three. If you didn't, then perhaps you could do this section of the listening again later, or you could read the tapescript.

Listening 2

Symbol A: Asks "What do I have to do to complete this task?"	Symbol F: Means you should do this on your own
Symbol B: Tells you how long the section should take	Symbol G: Means you should do this activity with some friends
Symbol C: Means you should do this with a partner	Symbol H: Asks "How well are you doing?"
Symbol D: Means you should find the tape and a tape player for this exercise.	Symbol I: Tells you to look in the answer key
Symbol E: Means you will be doing some writing	Symbol J: Means it is time to think!

So what is Self-Access? [SA1.INT.]






Skills ↓					 15
Reading	5. The box at the top is where the title, section code and page number are.				
Writing	<hr/>				
Speaking	1 This column indicates the major skill area to be focused on.				
Listening	3 This box indicates how difficult the section is.				
☆	4 This box tells you what you should do next.				
Next?	<hr/>				

2 This row indicates what equipment you need, who you should work with and how long the section should take

1 This column indicates the major skill area to be focused on.

3 This box indicates how difficult the section is.

4 This box tells you what you should do next.

So what is Self-Access? [SA1.INT.Pw_1]					Pg 1
Skills ↓					 15
Reading	<p>Listening 3 Chris Wong's Proposed Pathway</p> <pre> graph TD A[SA1 - Introduction [SA1.INT]] --> B[SA1 - Listening [SA1.Li]] B --> C[SA1 - Pronunciation [SA1.Sp.P]] C --> D[SA1 - Vocabulary [SA1.Re.V]] D --> E[SA1 - Grammar [SA1.Re.G]] E --> F[SA1 - Reading [SA1.Re]] F --> G[SA1 - Evaluation [SA1.Eva]] G --> H[SA2 - Unit two] </pre>				
Writing					
Speaking					
Listening					
☆☆☆					
<i>Next?</i>					

Chris Wong's Weaknesses

	Weakest	2nd Weakest	3rd Weakest	Next Weakest	
Skill Area	Listening	Pronunciation	Vocabulary	Grammar	Reading
SA1 - Section	So What is Self-Access Listening?	So What is Self-Access Pronunciation?	So What Is Self-Access Vocabulary?	So What is Self-Access Grammar?	So What is Self-Access Reading?

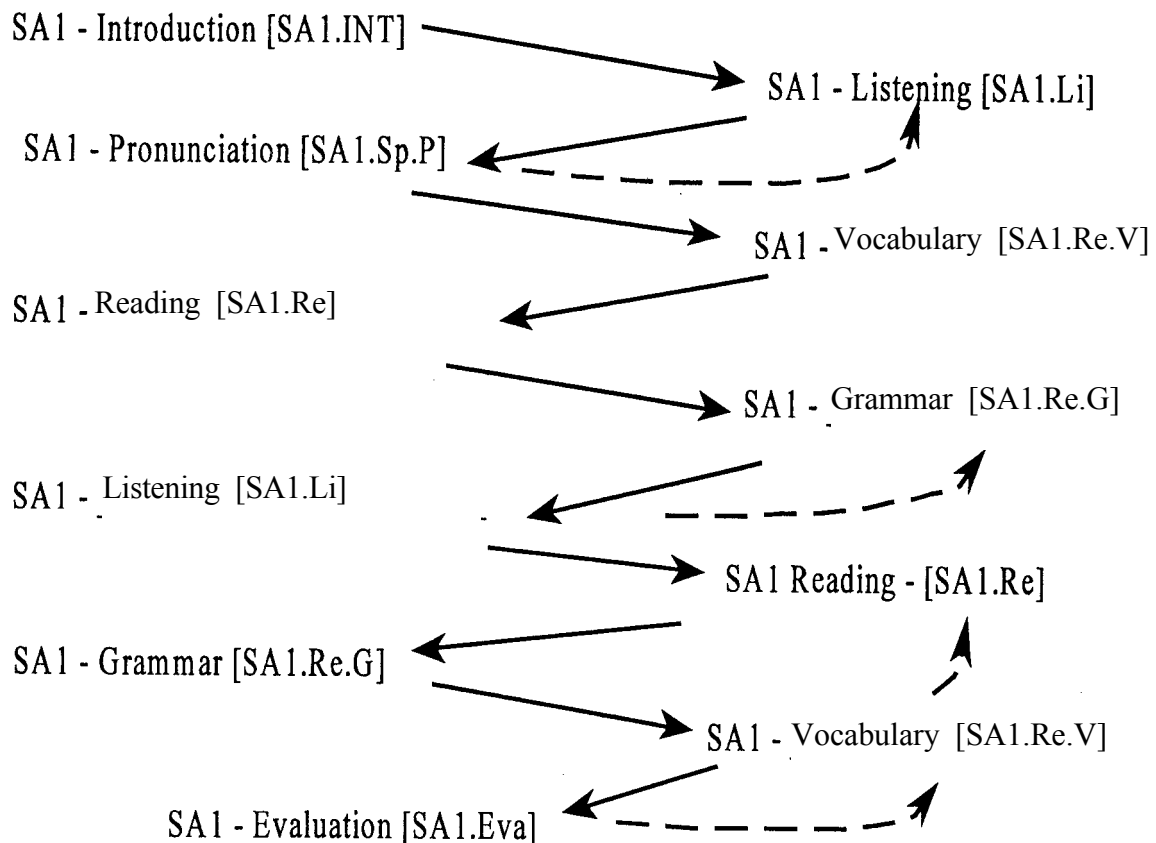


Now I want you to think about filling in the table for yourself. This will help you decide what to focus on in your Self-Access study.



Now listen to the rest of what Chris Wong has to say about pathways. As you are listening, try to complete the revised pathway below. As you can see, the start and finish points are the same. However, it is no longer as simple as the first one.






Chris Wong's Revised Pathway



Chris' reasons for changing the pathway

1	He wanted to go back and revise things.
2	He noticed that some of the units were linked together.
3	He did not do some exercises very well and so wanted to repeat them.

Now it is time to go into the rest of the material and start practising some of the skills you need to do self-access. Good luck and have lots of fun.

Skills ↓↓					 30
Reading	Transcription of the tape				
Writing					
Speaking					
Listening					
Next?					

Listening 1

Hello. My name is Gareth and I will be your guide through the two self-access units of the Intensive English Course, or IEC for short. What I need to do first is tell you something about self-access and why it can be a useful thing to get used to.

So what is self-access? Well it has many different definitions, but for the IEC it means that you work independently of a teacher. Have a look at the first pre-listening task you have just done. What word came at the top of your list, what was the most important thing? Well, it should have been YOU! Self-access is all about you doing things for you. There you go, a double you!

So self-access is about you working for you. But how do you know what you should be doing or how to do it? Well in the next few hours, I hope to show you a few skills that you can use and a few things that you can do to help improve your English. But the skills you learn to use and practise in the self-access units can be used in other units of the IEC and other subjects.

Listening 2

Now I would like you to look at While Listening 2. This is a short exercise that you should do while you are listening to the next section of the tape. You are going to hear descriptions of some of the symbols you have on the page in front of you. While you listen, try to write down the function of the symbols in your note book. Before you listen, though, it would be a good idea to have a quick look at the symbols and see if you can guess what they mean before you listen. I'll give you a couple of minutes to do that. You can leave the tape running. There will be two minutes of silence.

Okay, are you ready to do this exercise? Have you got something to write on and something to write with? Can you see the symbols clearly?

Symbol A is a circle with three question marks in it. This symbol asks you the following question. What do I have to do to complete this task? Every time you see this symbol, you should stop and think about this question. If you look at the first page of the IEC Self Access, then you will see that there are three things you need to do before you can do the exercise. They are straightforward but you **MUST** do them before you can do the listening exercise. It also has another function. Every time you see this symbol, it means that there are some questions to think about or some information for you to read.

Symbol B is a clock with a number next to it. This is the time it should take you to complete the exercise. The numbers range from 2 to 60 and this means that it should take you 2 minutes or up to 60 minutes to do. Time is not important with Self Access though, as long as you have enough time to do a task or exercise.

Symbol C is a picture of two people talking to each other. It means you should try to find a partner to do this activity with.

Symbol D is a picture of a headset. This means that you are going to do some listening and that you will need to get a tape player as well as the tape.

Symbol E is a picture of a pen. Fairly obviously, this means that you will need to write something and so you will need a pen or pencil and some paper.

Symbol F is a picture of a person sitting at a desk. This means that you should do this activity on your own.

Symbol G is a picture of a group of people. This means that you should do this activity with a group of friends.

Symbol H is a white question mark on a black background. This will be followed by one or more questions about your progress through the materials.



Symbol I is a door key. This means you should check in the answer key.

Symbol J looks like a light bulb. This will be followed by a statement that begins with "Now I want you to think about....." and it means that you should take a few minutes to think about something.

So you have ten symbols that will tell you what to do, how to do it and how long it should take you to do it. There are one or two more features of this "Front page" that you will need to know about.

Turn over to SA1.INT page 4. I am going to describe the various parts of the page to you. You need to fill in the information that is missing to explain what each part of the page does. The first one has been done as an example for you.

Number one indicates the major focus of the section. The particular skill being practised is highlighted. In this case, it is listening. There may be more than one focus in which case two skills may be highlighted.

Number two indicates what equipment you will need to do the work, whether you should do it alone or with friends and how long it should take you to do it. The time is only an indication and it is possible that the exercises may take a lot longer to do. Remember that you will be marking your own work and perhaps re-doing some exercises.

Number three indicates how difficult the section is. This section is fairly easy so it has one star. If the section is very difficult, it has five stars. Again this is only an indication. You may find some things harder than others.

Number four tells you what you could do next by giving you a code to look for. However, you can choose to do things in a different order - it is self-access and so it is your choice.

Number five is the title of the section along with the code and the page number.

Now you should look at the rest of page five to find out about more features of the self-access materials.

Listening 3

In this last section you will learn a little about pathways and think about organising your self-access learning. A pathway is the route you follow through your self-access time. To plot your pathway through the material, you need to think about where your weaknesses are in English and decide exactly what you need to do to improve. Then you need to see what material is available in the course or what you can use from around you.

Before you begin your "journey" through Self-Access, you need to know where to start and where you are heading for. With the IEC the starting point is Self-Access Unit one Introduction and you are heading for the evaluation task. However, which path you take is entirely up to you. If you think that you need to work on your pronunciation, you might want to do the "So What is Self-Access Pronunciation?" section next. If you want to practise reading skills, then you should look at "So What is Self-Access Reading?"

Look at the example pathway in front of you on SA1.INT.Pw_1. You can see that Chris Wong has started with the introduction unit and then gone on to do some listening practice. You can see that Chris has written out what he wants to practise and then has found things in the Self-Access unit to work on. There are a few gaps in his table. Listen to him speaking now and fill in the missing information in the table and on the pathway. Below the table is a question. Try to answer it after you have heard Chris talking.

Chris W: After I did the whole of the introduction unit, I thought about what I should do next. It was easy for me really because I am not very good at listening and note-taking, so I decided to do the "So What is Self-Access Listening?" section next. I had already decided that I should start to improve my pronunciation so I thought I should do the "So What is Self-Access Pronunciation?" after the listening. The other thing I have a lot of problems with is my vocabulary, so I thought I should do the "So What is Self-Access Vocabulary?" after the pronunciation. I suppose grammar and reading are my next weak spots, so I thought I should do the "So What is Self-Access Reading?" and then "So What is Self-Access Grammar?". This was my planned pathway before I started. However, things did not work out to be that simple.

Chris found that he couldn't stick exactly to the pathway he had planned. Look at the revised pathway on page 2 of SA1.INT.Pw_1. As you can see, there are some more steps between the introduction and the evaluation. Listen to Chris explaining the changes he made and why. As you listen, put in the changes on the revised pathway and note down why Chris had to make the changes.



Chris W:






Yes, well, I didn't manage to stick to the planned pathway. The main reason was that I kept wanting to go back to things and revise them. I also noticed that some of the sections were linked together and so to get the full picture, I had to do some things more than once. I must admit that I didn't do very well with some of the exercises and so I took the advice of the answer key and did them again later.

So I still started with the introduction and then went on to the listening and then the pronunciation. After doing a bit of pronunciation, I realised that it would be useful to go back to the listening and practise pronouncing some of the words from the tapescript. You can see that as the dotted line going back to listening. You can see a lot of dotted lines, so I won't describe all of my back tracking.

Okay, back to the listening and then back to the pronunciation. Then I did go on to look at the vocabulary activities. This was good as I went and did some of the article files to do some practice. Then I thought it would be useful to look at the reading section which led me to think about grammar and so I then went to the grammar section. After the grammar section, I decided to look again at listening, because I wanted to see if I could hear the grammar I had looked at after doing the grammar section.

After that, I did some more reading, then some more grammar, finally on to a last look at vocabulary and then on to the evaluation section.

I used the general menu for both the listening and reading sections because I thought that I would really understand things if I did them more than once. It took more than ten hours to complete the whole unit, but I think it was worth it. After all, I could control the pace I worked at and I could choose to do what I wanted.

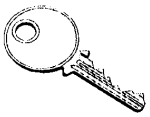
Skills ↓	Equipment 				 60
Reading	Words you will need to know for this section:				
Writing					
Speaking					
Listening					
☆☆☆☆					
<i>Next?</i> ^{SA1.Li.1}					

So What is Self-Access Reading?

This is an easy question to start to answer. Basically, self-access reading is anything that you read because you want to. You are reading this because you want to (I hope so anyway), so this is self-access reading.

Make a list of all the things that you read:

1	5	9	13	17
2	6	10	14	18
3	7	11	15	19
4	8	12	16	20



After you have written your list down, check in the answer key to see what I read. How many things were the same and how many were different on your list and my list? Did you manage to think of any more things that you read after seeing my list?



Now I want you to think about why you read the things that you read. Make a list of why you read.

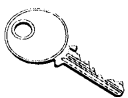
1	3	5
2	4	6

You should now have two lists, one of the different things that you read and a second one about the reasons that you read. Before we go on with some practice, I want you to think about one more question. Do you always read things in the same way? Do you always read every word in the text or do you skip around the page sometimes?

Ways of Reading 1

Below are four different ways of reading and four explanations. Try to match each way of reading with its explanation:

- | | | | |
|---|-----------|---|--|
| 1 | Skimming | A | You read through a text looking for something specific. You might be looking for a date, a name or a sub-heading. |
| 2 | Scanning | B | You read through a text because you are interested in it. You read it all but you do not really need to understand every word. |
| 3 | Intensive | C | You read a text very quickly to get the general idea of what it is about. |
| 4 | Extensive | D | You read through a text very carefully, reading every word because it is important to understand everything. |



How did you do? Did you manage to get the right match up?

So What is Self-Access Reading? [SA1.Re] Pg 3

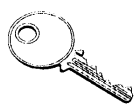
Now I would like you to look at the first list you wrote, the one about the different things that you read. Also look at the different ways of reading and try to decide which ways you read the different types of text. You might find that you use more than one way with different texts. For example, if you read newspapers, you might scan the front page looking for a particular headline and then once you find it, read the whole article for interest.

Look at your first list and decide which ways you read the different types of text.

? How did you get on? Did you manage to match up a reading technique with each text type? If you did, well done.

Look at the list below. It shows a number of different things that you can read. Try to decide which technique or techniques you would use to read them.

- 1 The Yellow Pages Telephone Directory
- 2 A comic book
- 3 The instructions on an examination paper
- 4 The TV guide in a magazine
- 5 An article about the love life of your favourite movie star
- 6 A review of the most recent movies released in Hong Kong
- 7 Instructions on how to get to a new friend's flat for a birthday party
- 8 A textbook on your least favourite subject



Check in the answer key for some ideas on why you might choose a certain technique or certain techniques in each case.

Finally in this section on self-access reading, we will do some practice. On the next few pages, you will find four different types of text. Before each text, there will be one or two questions for you to answer. After you have read the texts and answered the questions, try to decide which technique or techniques you used while reading. Make a note of the techniques you used at the end of this section. I will ask you more about them later in the evaluation activity.

Text 1

Qu 1 What is the letter about?

Qu 2 How many hours will the video and listening sections take to complete?

Dear Sir,

With reference to our application to your organisation to develop a self-access package for secondary schools, I would like to provide you with a more detailed description of the package. In the tender document we outlined a one-hundred-hour package of self-access material to consist of print, audio and video based exercises. I would now like to give an outline of what a typical unit would consist of.

Print based tasks - **five hours**
including problem-solving activities, extensive reading, cross-curriculum activities, etc.

To include up to 10 tasks focusing on such things as vocabulary building, genre awareness and inferencing

Audio based tasks - **three hours**
to include up to three different types of listening genres, eg. lecture, discussion, description, etc.

To include up to seven tasks with at least one focusing on aspects of pronunciation. Other task types would include note-taking, building discussion from dialogue, etc.

Video based tasks - **two hours** to include up to 45 minutes of tape time and to include pre, during and post viewing tasks

To include up to nine tasks

Production activities, either written or oral - **one hour**

To include up to two tasks of written or oral work

Self-evaluation - **one hour**

To include one task involved with self-monitoring

The package would include eight units of the type described above. This totals 96 hours of work. The four hours to make up the total package would involve an introductory unit describing aspects of self-study and introducing the ideas of pathways through the material to the students.

The total number of tasks per unit could be as many as 29, however, the tasks will vary in length. There is also a deliberate policy of building in "two-minute" tasks. A "two-minute" task is one that should take the student a very short time to complete, for example, a short error correction task or a mini-pronunciation task.

Text 2

Qu 1 How many of the books or articles in this list mention self-access?

Qu 2 How many of the books or articles were published after 1989?

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November 1995

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Text 3

- Qu 1 What time does the afternoon session begin?
- Qu 2 Who will talk about the aims of the course, the course materials and the administration of the course?

**INTENSIVE ENGLISH LANGUAGE PROGRAMME
S7 1995
Induction Day 22/5/95**

Venue Room 401, The British Council, 255 Hennessy Road, Wanchai, HK.

Programme

- 0945 Arrive and pick up teacher's file
- 1000 Welcome and introduction to key personnel
Erica Laine, Manager, Special Projects
- 1010 General Administration
Meilin Yau Lamond
- 1020 Introduction to the background and the aims of the course
Erica Laine
- 1030 Introduction to the course materials and discussion of key points
Jonathan Chamberlain
- 1130 Groups meet their supervisory teachers and work through the materials
Jonathan Chamberlain / Erica Laine
- 1230 Lunch (All staff are invited)
- 1405 Explanation of the examination strand of the course
Jonathan Chamberlain / Erica Laine
- 1420 Round-up questions, AOB
- 1500 Brief visit by groups to temporary centres (St James' Settlement and HK Management Association)

Distribution List:

All Teachers

Management Staff

Admin. Staff

Text 4

- Qu 1 Who is responsible for informing staff in case of a typhoon?
 Qu 2 At what signal number will ferry services to outlying islands be suspended?






Intensive English Language Programme

TYPHOON AND RAINSTORM PROCEDURES

May 1995

- a. Hong Kong's Typhoon Warning Signals
- | | | |
|--------|---|--------------------------|
| No. 1 | - | Stand By |
| No. 3 | - | Strong Wind |
| No. 8 | - | Gale or Storm |
| No. 9 | - | Increasing Gale or Storm |
| No. 10 | - | Hurricane |
- b. When the No. 8 signal is up, all schools will be closed and all transportation services will be suspended. (Sometimes if it is felt that the typhoon is likely to hit Hong Kong, ferry services, especially to outlying islands, will be suspended even if the signal is still No.3).
- c. The Centre Director will, in a typhoon situation, monitor the progress of the typhoon and advise teachers during normal teaching hours.
- d. If the office is to be closed due to the imminent arrival of the typhoon, the Centre Director will be responsible for informing all staff and arranging for the closure of the centre.
- e. When the No. 8 signal is lowered before 1.30pm and the transportation system is beginning to return to normal, all staff/students should try to return to the centre as soon as possible. If the No. 8 Signal is lowered after 1.30pm, the centre will be closed for the day.
- f. All staff are required to be on duty during their normal working hours unless the No. 8 signal is hoisted, or transportation has been suspended. For staff who cannot get home, the company will pay an allowance of up to HK\$800 per night against receipts. The rate at the Harbour View International House in North Wanchai is HK\$825 (incl. 10% service charge) and HK\$792 at the YMCA, Waterloo Road, Kowloon.
- g. Staff living on outlying islands will normally be allowed to go home as soon as the forthcoming suspension of ferry services is announced, provided that they have made arrangements to cover their duties. The Centre Director will co-ordinate the combining and covering of classes so that as many affected teachers as possible can go home, while ensuring that combined classes are of an acceptable size and level.
- h. If Black Rainstorm Warning is announced, staff should continue working until the warning is reduced. For those who are still at home, please keep in touch with the Centre Director and wait until the warning is reduced before reporting to work.
- i. If staff have any questions, please telephone and keep in touch with the centre or the Resources Unit (Tel: 2888 8888). In case of dire emergency, you may phone the Director at home.

IELP Administration

Skills ↓	Equipment      15
Reading	Below is a list of things you can do with a reading passage. Often you are asked to read something but you do not have a specific task to complete. If this is the case then you should look at this list and try one of the activities suggested here.
Writing	
Speaking	
Listening	
☆☆	
Next?	






READING MENU

1. Do the exercise suggested with the passage **OR**
2. Write some of your own comprehension questions to test a friend. Don't forget that you have to know the answers because you will have to mark their work.
3. Do some vocabulary work. Read the passage and choose between five and ten words you want to know more about. Look them up in a good dictionary to find their meaning. Try and write a sentence or perhaps two to show the use of the word.
4. Reading aloud. Choose a paragraph and practise reading it to yourself. If you need to check the pronunciation of a word, you can use your dictionary to help. If you can record yourself reading it, that would be really good.
5. Try and find a piece of writing / listening / video on the same or a similar subject and compare them. See if similar vocabulary and grammatical structures are used.
6. Look at the passage and see what grammatical structures are used. Try and classify them under different headings like:
present perfect, simple past, present continuous, etc.
7. Check your reading speed.
8. Make a cloze, either for yourself or a friend. Copy the text and use liquid paper to white out the words.
9. Make a note of the important / key points in the passage and then try and write a brief summary. The summary you write should be about 10% of the length of the original passage.
10. Read the passage for pleasure. Perhaps you can choose another type of activity next time!

Find a text to read and try an activity !

So What is Self-Access Reading? [SA1.Re]

Pg 1

Skills ↓					
Reading	This is the answer key to So What is Self-Access Reading? Remember that this is an introduction to reading. You will need to practise regularly the skills that you have been introduced to here. One easy way to do some practice straightaway is to use the reading file in this unit. The articles have specific tasks with them, however, you can always use them in a different way. If you need some ideas, look at SA1.INT.Re.				
Writing					
Speaking					
Listening					
Next?					

This is a list of the things that I read all the time. How many are on your list?

1 Newspapers	5 Exam papers	9 Timetables	13 Novels	17 Childrens' stories
2 Textbooks	6 Students' essays	10 Dictionaries	14 Song lyrics	18 Directions / Signposts
3 Computer manuals	7 Informal letters - eg. letters from family and friends	11 Recipe books	15 Books on English language teaching	19 Posters in shops
4 Short stories	8 Formal Letters - eg. business letters	12 Magazines	16 Memos	20 Ingredients on food packaging

If you have got more than I have, then that is very good. If you have got more than 10, then that is pretty good. If you only have two or three, then that is not so good. Perhaps you can think of a few more now that you have read my list. Don't forget to add any extras to your list now.

I read for the following reasons:

1 For pleasure	3 Because I am interested in the topic	5 To check for mistakes
2 To find out information	4 Because I have been told to	6 To relax

Do you read for the same reasons? It is possible that you do not. After all, I really enjoy reading and I have done that for many, many years!



You should have the following match up for the different techniques:

- | | | | |
|---|-----------|---|--|
| 1 | Skimming | C | You read a text very quickly to get the general idea of what it is about. |
| 2 | Scanning | A | You read through a text looking for something specific. You might be looking for a date, a name or a sub-heading. |
| 3 | Intensive | D | You read through a text very carefully, reading every word because it is important to understand everything. |
| 4 | Extensive | B | You read through a text because you are interested in it. You read it all but you do not really need to understand every word. |

How did you do? Did you manage to get the right match up?

For your Use of English studies, you probably use 1, 2 and 3 the most. For your other studies, you may use all four techniques.

Here are the different techniques I use for reading different types of texts:

- | | | |
|----|--|------------|
| 1 | Newspapers | 1, 2 and 4 |
| 2 | Textbooks | 1, 2 and 3 |
| 3 | Computer manuals | 2 and 3 |
| 4 | Short stories | 1 and 4 |
| 5 | Formal letters - eg. business letters | 1 and 3 |
| 6 | Informal letters - eg. letters from family and friends | 4 |
| 7 | Students' essays | 1 and 3 |
| 8 | Exam papers | 3 |
| 9 | Magazines | 1, 2 and 4 |
| 10 | Recipe books | 2 and 4 |
| 11 | Dictionaries | 2 and 3 |
| 12 | Timetables | 2 and 3 |
| 13 | Novels | 4 |
| 14 | Song lyrics | 1 |
| 15 | Books on English language teaching | 1 and 4 |
| 16 | Memos | 1 |
| 17 | Childrens' stories | 4 |
| 18 | Directions / Signposts | 3 |
| 19 | Posters in shops | 1 |
| 20 | Ingredients on food packaging | 2 and 3 |

How did you get on? Did you manage to match up a reading technique with each text type? If you did, well done.



As you can see for many of the different text types, I use more than one technique. For students' essays, I first skim through the essay to get the general idea of what the student is trying to say and then I read very carefully looking for the good points and for any errors. With dictionaries, I scan for the word or words I want to check and then I read the definition or definitions very carefully. So you may start reading something using one technique and then move on to a different technique later.

I think you might use the following techniques to read these text types.

- | | | |
|---|--|-----------------|
| 1 | The Yellow Pages Telephone Directory | 2 |
| | <i>Because you are probably looking for a telephone number or an address</i> | |
| 2 | A comic book | 1 and 4 |
| | <i>Because you want to see if the story is good and if it is, you will want to read the whole thing</i> | |
| 3 | The instructions on an examination paper | 3 |
| | <i>Because you do not want to make any mistakes</i> | |
| 4 | The TV guide in a magazine | 2 |
| | <i>Because you might be looking to see what time your favourite programme is on</i> | |
| 5 | An article about the love life of your favourite movie star | 3 |
| | <i>Because you want to know everything about him or her</i> | |
| 6 | A review of the most recent movies released in Hong Kong | 1 and 4 |
| | <i>Because you might want to go and see one or two of them and you want to see which ones are the best</i> | |
| 7 | Instructions on how to get to a new friend's flat for a party | 3 |
| | <i>Because you don't want to get lost and miss the party</i> | |
| 8 | A textbook on your least favourite subject | 1 and 2 or none |
| | <i>Because you don't like the subject but you have to do some homework</i> | |

Text 1

- Qu 1 What is the letter about? The letter is giving information about a self-access package of materials.
- Qu 2 How many hours will the video and listening sections take to complete? Audio (listening) will take three hours and the video will take two hours. Five hours altogether.

Text 2







- Qu 1 How many of the books or articles in this list mention self-access? Six actually have the words 'self-access' in their titles.
- Qu 2 How many of the books or articles were published after 1989? Nine were published after 1989.

Text 3

- Qu 1 What time does the afternoon session begin? 14:05 or five minutes past two.
- Qu 2 Who will talk about the aims of the course, the course materials and the administration of the course?
Erica Laine, Jonathan Chamberlain and Meilin Yau Lamond.

Text 4

- Qu 1 Who is responsible for informing staff in case of a typhoon? The Centre Director.
- Qu 2 At what signal number will ferry services to outlying islands be suspended? Always at signal number eight, but possibly at signal number three.

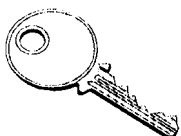
Skills ↓	Equipment  				 30
Reading	In this section you will: learn something about listening skills practise listening and note-taking think about listening and talking think about how and where to practise listening				
Writing					
Speaking					
Listening					
☆☆☆					
Next? <small>SA1 Li_2</small>					

Self-access listening is choosing to listen to something in English or choosing to practise listening skills when you have to listen to something in English.

So what are listening skills? Have you done the "So What Is Self-Access Reading?" section yet? If so, do you remember the four reading techniques you practised? Skimming, scanning, intensive and extensive reading. Well, there are similar techniques in listening. You can listen for general understanding, you can listen for specific information, you can listen to understand every detail and you can listen to things for pleasure.

Look at the list below. There are a number of different things that you might need to listen to in English. Try to decide how you would listen to each one.

- 1 A song
- 2 An English lesson
- 3 An announcement on the MTR
- 4 An announcement at the airport
- 5 Someone reading a story
- 6 Instructions on the Use of English listening exam
- 7 Friends talking about what they did at the weekend
- 8 A politician talking about the environment
- 9 The weather forecast
- 10 A sex education lecture at school



Would you listen to them all in the same way? Probably not. If you want to see how I would listen to them, then have a look in the answer key. Remember you need to find the answer key with the same code as that on this page.

Right, so we can see that we listen to things in slightly different ways. However, the way we listen to something often depends on whether we have to do anything while we are listening. We might be taking notes in a lecture, we might be trying to write down the words to a song so that we can learn it. We might have a set of comprehension questions to answer, or we might just be planning a barbecue and want to know whether we should have it the next day or the day after. We might also be involved in a discussion and need to ask the speaker questions or reply to a question.

The most common things that form six and seven students are asked to do when they listen to something are to make notes and take part in a discussion, so we will concentrate on those two things.

Pre-listening 1

Answer the following questions. If you are working with a friend or group of friends, ask each other the questions to get a consensus of opinion.

Have you ever been asked to take notes from what someone has said before?

If the answer is yes, did you find it difficult or easy?

If it was difficult, can you think why it was difficult?

Write down your answers to keep as a record for the future.

Now look at the statements below. Try to decide which of them is true for taking notes and which is false. If you are with a friend or friends, do this on your own and then talk about the answers.

It is important to write down every word.

You should write full sentences.

You should write a heading for your notes.

You should write as neatly as possible.

You should not cross anything out.

You should only write down key words.

It is a good idea to use symbols for common words.

You should write notes in the past tense.

You should rewrite your notes.

You should try to keep to one system of note-taking.

You should try to read your notes as you are writing them.

How many of these statements did you put down as being true? Check in the answer key to see what I think.

Listening 1

You are now going to listen to five short messages. While you are listening, try to make notes. Be sure that you have all the important information down. Important information would be things like names, places, time, numbers or actions. Remember, in self-access listening, you control the tape.

1

2

3

4

5

Now look at the notes you have made and ask yourself the following questions:

Can you read them?

Do they make sense?

Have you written too many words?

Have you written too few words?

I hope your answers are Yes, Yes, No, No.

It is usually a good idea to rewrite your notes as soon as possible after making them, while they are still fresh in your memory. So now try to rewrite your notes. When you are rewriting them, you should try to make full sentences as you did with the notes from texts.

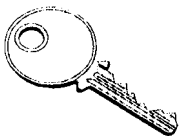
1

2






3

4

5



You can check how accurate your notes are by looking at the tapescript in the answer key.

So What Is Self-Access Listening? [SA1.Li_2]					Pg 1
Skills ↓	Equipment 				 15
Reading	<p>Below is a menu of exercises that you can do with listening material.</p> <h2 style="text-align: center;">Listening Exercise Menu</h2>				
Writing					
Speaking					
Listening					
☆☆☆					
Next? <i>SA1, Sp.P1</i>					

- 1 Do the exercise suggested on the listening sheet **OR**
- 2 **Pre - Listening**
 - 2.1 Look at the title of the worksheet and try to predict some of the vocabulary that you will hear on the tape.
 - 2.2 Make a list of questions that you hope the tape will answer for you.
 - 2.3 Get together with a friend or group and pool your ideas about what you think you will hear (2.1 & 2.2).
- 3 **First Listening**
 - 3.1 Make a series of general notes on the whole tape. Make sure you check how long the tape is before you do this. Some of them are quite long extracts.
 - 3.2 After listening to the tape for a minute or so, stop it and try to predict what will be said in the rest of the tape. You could make a list of vocabulary or a list of questions to be answered.
 - 3.3 If you did 2.1 or 2.2 above, check to see how good your guesses were or if the questions you noted are being answered by the tape.
 - 3.4 Do you hear any of the following on the tape? If so, try and note down an example of each of the ones you do hear.

anecdotes	answers	causes	comparisons	conclusions	definitions	descriptions	effects
examples	explanations	introductions	jokes	opinions	questions	reasons for opinions	reported speech

- 3.5 Grammar. Listen out for a particular structure, eg. present perfect, past simple, present continuous or passive. Count the number of times you hear it and try to note some of the examples.
- 3.6 Listen and read. If the tape has a tapescript, then you can follow it as you listen. If you come across any words / phrases that you don't know but think would be useful,
- a make a note of the word or phrase and the sentence it comes in, as well as
 - b find out the meaning using a dictionary.

You should choose no more than ten words per listening, so be selective.

4 **Second Listening**

- 4.1 Dictation. Pick out a short section of the tape, perhaps one to two minutes. The second time that you listen to it, try to write down everything that you hear (you can always use note form). Only listen to the tape three times i.e.:
- 1 Listen to the whole tape and pick your section
 - 2 Listen to the section again trying to write down all you hear
 - 3 Listen to it the last time to check what you have written and fill in any gaps






You can check your work against the TAPESCRIPPT if there is one.

- 4.2 Pronunciation. After listening to the tape, choose some phrases or words that you want to practise pronouncing. Listen to the section or sections again. This time after you listen, stop the tape and repeat what you have heard. If you can record your pronunciation, that would be great.
- 4.3 Note-taking. After listening the first time, choose one or two aspects of the tape to take notes on. When you listen the second time, write down your notes under the topic headings you have chosen. You can check against the TAPESCRIPPT for details. Don't take the notes from the TAPESCRIPPT - that's Cheating!!!!
- 4.4 Listen and Repeat. As with 4.2 above, but this time choose a longer section of the tape, perhaps up to a minute or so. Listen to the section again this time stopping the tape every few words. Each time you stop the tape, try and repeat what you have heard. Don't try to remember too many words to repeat at one time, perhaps five or six at most.

5 **After Listening**

- 5.1 Write some comprehension questions for a friend to do. Remember that you will have to know the answers as you will have to mark their work.
- 5.2 Write up any notes that you took in the form of a report / summary. You can check for details against the TAPESCRIPPT. Don't write your report from the TAPESCRIPPT, though. Very few people who speak in public give their audience a script to look at. Lecturers certainly don't.
- 5.3 If you have just listened to an interview, write down some of the general questions that were used and try to find someone to interview yourself. This could be a friend or a teacher, or anybody. If you can record the interview, it would be great. Then you can devise worksheets for your friend to do.

- 6 **Listen for pleasure only. Perhaps you can choose to do another type of EXERCISE next time!!!**

So What Is Self-Access Listening? [SA1.Li]				Pg 1	
Skills ↓					 30
<i>Reading</i>					
<i>Writing</i>					
<i>Speaking</i>					
<i>Listening</i>					
☆☆☆					
<i>Next?</i>					

Below are a few notes saying how I might listen to these. You might be different so do not worry if your answers are not the same. I have used the following codes in the answers: listening for general understanding GU, listening for specific information SI, listening for every detail ED and listening for pleasure LP.

- | | | |
|----|--|---------|
| 1 | A song | LP |
| 2 | An English lesson | GU / SI |
| 3 | An announcement on the MTR | ED |
| 4 | An announcement at the airport | ED |
| 5 | Someone reading a story | GU / LP |
| 6 | Instructions on the Use of English listening exam | ED |
| 7 | Friends talking about what they did at the weekend | GU / SI |
| 8 | A politician talking about the environment | GU / SI |
| 9 | The weather forecast | SI |
| 10 | A sex education lecture at school | GU / ED |

Pre-listening 1

I have written down what I think is true and false and why I believe the statements are true or false.

- | | |
|--|---|
| It is important to write down every word. | False, because you do not have time to write down everything someone says. |
| You should write full sentences. | False, you really need to write down the important information only. |
| You should write a heading for your notes. | True, it gives you a clear idea of your notes and it groups information together. |
| You should write as neatly as possible. | True, you must be able to read your notes after you have written them. |
| You should not cross anything out. | False, if you make a mistake, crossing something out is the quickest way to show it is wrong. |



- You should only write down key words. True, as long as you can understand your notes, you should write as few words as possible.
- It is a good idea to use symbols for common words. True, using symbols can be very useful and can save lots of time.
- You should write notes in the past tense. False, as you are not writing full sentences it is not important to be grammatically correct. However, you must be sure to note time references.
- You should rewrite your notes. True, it is a good idea to read and rewrite your notes as soon as possible after you make them. This keeps the information fresh in your mind.
- You should try to keep to one system of note-taking. True, if you keep changing the system you use, you might get confused.
- You should try to read your notes as you are writing. True, this keeps a check on whether you can understand them and that they make sense.

Tapescript Listening 1

- Announcer: You are going to hear five people leaving a message for someone. You should try to take notes of each one. Remember to write down the important information each time.
- Message One: Hi, it's Li here. I'd like to leave a message for Mei Mei, please. Can you tell her that we have to be at school by 1:30 tomorrow, not 2:00. The lecture starts at 2:15, not at 2:45. If we get to school late, we will miss out on the lecture. I will meet her at the MTR station at 12:30. Thank you.
- Message Two: Good morning. My name is Angel Wong and I would like to leave a message for Mrs Leong, please. Could you tell her that her hotel has been booked? She is staying in the Bangkok City Centre Hotel. Her room has been booked from tomorrow, December 12th until December 23rd. We have changed her flight details too. She is now flying on Thai Airways flight TG 631 departing at 11:20. Our driver will pick Mrs Leong up at 9:00 to take her to the airport. Have you got all that? Good. Thank you.








Message Three: Good afternoon, I need to leave a message for Alan Chan, please. Could you tell him the following information? I have looked into what he needs to study in the UK this year. He will need to take the IELTS test at the British Council in September or November. He will need to get a score of 6.5 or above to study the general business course, but if he wants to do an MBA, he will need to get a score of 7.5 or above. I have arranged that the University of London will keep a place reserved for him until March next year. Tell him he also needs to arrange a visa for travelling to France and Germany while he is still in Hong Kong because it is easier to do it here. I will call him again next week, but if he wants to clear anything up, then he should call me, that's Albert Wu, at my office. Thanks very much.

Message Four: Hi, it's Jimmy here, can I leave a message for Mei Mei, please? Can you tell her I've finally got the list of things we need to take on holiday with us? I'll read out the things that she needs to buy. Okay, she needs to get some factor 15plus suntan cream, some mosquito repellent, a good pair of walking boots, some long sleeved T shirts, a good sun hat and some panadol. No forget about that, I've got the panadol and the stomach medicine. Oh yes, she must go to the doctor and get some anti-malarial drugs. Tell her to get the ones you take once a week if possible. Okay, so that's the sun cream, mosquito stuff, boots, right ----yes, she also needs to get twenty packets of coloured pencils and twenty small note books. I'll explain why later. Tell her I'll see her at the travel agent's at 11:30 on Thursday. Have you got all that? Good, thanks.

Message Five: Good morning, I would like to leave a message for Alex Sin, please. My name is John Brown and I am calling to arrange an interview for Alex on Thursday at 9:45. There are a number of things Alex will need to bring with her. Can you ask her to bring her original degree and masters certificate, also her passport and ID card? I would also like her to bring some of her most recent designs along. Say five or six drawings will be sufficient.

So What Is Self-Access Pronunciation? [SA1.Sp.P1] Pg 1

Skills ↓	Equipment      60
Reading	<p>In this section you will:</p> <ul style="list-style-type: none"> learn about the phonetic symbols practise making the sounds of English learn a little about stress learn how a dictionary can help you with pronunciation
Writing	
Speaking	
Listening	
☆☆	
Next? SA1.Sp.P2	

You can practise pronunciation every time you speak to someone in English! How do you know if you are pronouncing words correctly? Well, one way is if the person you are talking to ask you to repeat something. It may be that he or she hasn't understood what you have said because of the pronunciation.

So what can you do to improve your pronunciation? The first thing to do is practise making the sounds of English.

In the table on page 2, you can see some symbols. Some of them look like letters in the alphabet like p, b, t, w, r, e, for example. However, some of them look quite different like ə, θ, ʌ, ʊ and ʃ.

They are the symbols that represent the sounds of English and they are called the International Phonetic Alphabet or IPA. We will see later how you can use these to help you pronounce new words, however, now you are going to practise making the sounds of English.

i:	ɪ	ʊ	u:		ɪə	eɪ	
e	ə	ɜ:	ɔ:		ʊə	ɔɪ	əʊ
æ	ʌ	a:	ɒ		eə	aɪ	aʊ
p	b	t	d	tʃ	dʒ	k	g
f	v	θ	ð	s	z	ʃ	ʒ
m	n	ŋ	h	l	r	w	j

Listening 1

Find the self-access section of the listening tape. Look on the menu to find Pronunciation 1 - The sounds of English.

You are going to hear the sounds of English and an example of each one used in a word. As you can see, there are a lot of symbols, so the listening has been recorded in four sections. Do not try to do all four sections at one time but try to do them over three or four days. That way, you will have time to practise them.

Now play the tape and listen to the sounds of English.

1 Pure Vowels

I:	<u>se</u>at	e	<u>se</u>t	æ	<u>h</u>at
I	<u>s</u>it	ə	<u>a</u>long	ʌ	<u>sh</u>t
ʊ	<u>fo</u>ot	ɜ:	<u>he</u>ard	a:	<u>far</u>
u:	<u>sui</u>t	ɔ:	<u>do</u>or	ɒ	<u>sho</u>p

2 Diphthongs

ɪə	<u>re</u>al	ɔɪ	<u>to</u>y	aɪ	<u>fi</u>ve
eɪ	<u>rai</u>l	əʊ	<u>ph</u>one	aʊ	<u>ho</u>w
ʊə	<u>pu</u>re	eə	<u>sh</u>are		



3a Consonants

p	<u>p</u>at	f	<u>f</u>ault	m	<u>m</u>ine
b	<u>b</u>at	v	<u>v</u>ault	n	<u>n</u>ine
t	<u>t</u>ear	θ	<u>th</u>in	ŋ	<u>thi</u>ng
d	<u>d</u>ear	ð	<u>th</u>en	h	<u>h</u>ello

3b Consonants

tʃ	wa <u>ch</u>	s	<u>s</u> orry	l	<u>l</u> eft
dʒ	<u>j</u> uice	z	<u>z</u> oo	r	<u>r</u> ight
k	<u>c</u> atch	ʃ	<u>sh</u> out	w	<u>w</u> orry
g	<u>g</u> et	ʒ	vi <u>si</u> on	j	<u>y</u> ellow

Before you go on to the next section, try to write at least one word for each of the sounds. Don't forget that the sounds can come at the start, in the middle or at the end of a word. If you can find at least one word for each sound, you will have a list of 44 words. Good luck!

Skills ↓	Equipment 
Reading	 <p>Before doing this task, you should look at "The Sounds of English" because you need to build up step by step in pronunciation.</p>
Writing	
Speaking	
Listening	
☆☆	
Next? SA1.Sp.P3	

In pronunciation, the word stress means how strongly you say a part of a word. If you have a one-syllable word like **hat**, it just has one stress on the whole word. If you have a word with more than one syllable like:

happy	two syllables	ha - ppy
video	three syllables	vi - de - o
Australia	four syllables	Aus - tra - li - a

and so on, then some parts of the word are stronger than others - this is the stress of the word.

Let us look at our three words **happy**, **video** and **Australia**. Where is the stress on each of these words? Where is the **strong** part of the word?

If you are not sure you can do one of these three things, you can ask someone, you can look it up in a dictionary or you can "play" with the word. All you need to do to play with the word is try putting the stress on the different parts of the word.

Pre-listening 2

Look at these words and try putting the stress on different syllables.

1 happy	2 video	3 Australia
4 restaurant	5 escalator	6 teacher
7 elevator	8 helicopter	9 newspaper
10 often	11 cupboard	12 Singapore
13 indigestion	14 China	15 cabinet

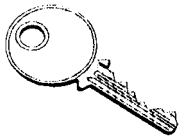
Listening 2 







Now listen to someone playing with the first six words to get the stress right. Find the self-access section of the tape and then look for Listening 2 on the menu. Locate it on the tape and then listen.

In the exercise you have just completed, there were words with two syllables, three syllables and four syllables. Try to write the words under the correct heading depending on the number of syllables they have. When you have done that, try to add at least three more words to each list.

Two Syllables	Three Syllables	Four Syllables

Now that you have written the words from Pre-listening 2 and your own words, practise pronouncing them all again. It might be more fun if you do this with a friend.



So What About Dictionaries? [SA1.Sp.P3]				Pg 1		
Skills ↓	Equipment					 30
Reading	 <p><i>This section looks at how you can use a dictionary to help you with pronunciation. What do you think you will need to do in this section?</i></p>					
Writing						
Speaking						
Listening						
☆☆☆						
Next? <i>SA1.Wr.G1</i>						

If you are looking up a new word in a **dictionary**, you will find out many things about the word and one of them should be how to pronounce the word. If you have a good **bilingual** Chinese - English, or a good **monolingual** English - English dictionary, help in pronunciation will be there for you.

Next to the word, you will see it spelt out using the **symbols** from the IPA. For example:

bilingual - /baɪlɪŋw(ə)l/

dictionary - /dɪkʃənərɪ/

example - /ɪgʒɑːpl/

monolingual - /mɒnəʊlɪŋw(ə)l/

symbols - /sɪmbɪlz/

Different dictionaries mark the stress in words in different ways. Here are four examples:

bilingual - /baɪlɪlŋw(ə)l/

underlining the stressed syllable of the word

dictionary - /**dɪk**ʃənərɪ/

using **bold** type face on the stressed syllable of the word

example - /ɪg `zɑːpl/

using a ` mark before the stressed syllable

monolingual - /mɒnəʊ · lɪŋw(ə)l/

using a · mark before the stressed syllable






You may also find a combination of the above in your dictionary.

So now you should never have to say "I don't know how to say that word," because you can always look it up in the dictionary.

To practise this, look at the words from SA1.Sp.P2. Using a good dictionary, write out the IPA transcription of the words below. Don't forget to transcribe the extra words that you added and don't forget to mark the stress.







Word	Transcription
happy	
restaurant	
elevator	
often	
indigestion	
video	
escalator	
helicopter	
cupboard	
China	
Australia	
teacher	
newspaper	
Singapore	
cabinet	

You can also use this technique for any new words you find while you are doing the IEC or at any time.

Skills ↓↓					
<i>Reading</i>					
<i>Writing</i>					
<i>Speaking</i>					
<i>Listening</i>					
☆☆					
<i>Next?</i>					

Two Syllables	Three Syllables	Four Syllables
happy teacher cupboard often China [YOUR WORDS??]	video restaurant newspaper cabinet Singapore [YOUR WORDS??]	Australia escalator elevator helicopter indigestion [YOUR WORDS??]

Word	Transcription
happy	/ <u>h</u> æpɪ /
restaurant	/ <u>r</u> estərɒnt /
elevator	/ <u>e</u> lɪveɪtə /
often	/ <u>ɒ</u> fən /
indigestion	/ <u>ɪ</u> ndɪdʒestʃən /
video	/ <u>v</u> ɪdɪəʊ /
escalator	/ <u>e</u> skəleɪtə /
helicopter	/ helɪkɒptə /
cupboard	/ kʌbəd /
China	/ tʃaɪnə /
Australia	/ ɒstreɪlɪə /
teacher	/ ti:tʃə /
newspaper	/ <u>n</u> ju:zpeɪpə /
Singapore	/ <u>s</u> ɪŋəpɔ: /
cabinet	/ <u>k</u> æbɪnət /

So What Is Self-Access Grammar? [SA1.Wr.G1]						Pg 1
Skills ↓	Equipment					 60
<i>Reading</i>		In this section you will:				
<i>Writing</i>		see how you can use what you read to help you with your grammar				
<i>Speaking</i>		practise these skills				
<i>Listening</i>		do some error correction				
☆☆☆						
<i>Next?</i> SA1.Wr.G2						

Grammar 1 Is What You Read Grammatical?

Look at this extract from a short article taken from the South China Morning Post.

Hodde coy about naming captain
GLENN MOORE

THERE were 12 of us gathered in the small room. Outside, the afternoon sun had given way to heavy rain. Inside, the air grew sticky as we searched for the answer. A man's future was under consideration.

It felt like the set for the film 12 Angry Men, but this was not so much a whodunit as a whowasit.

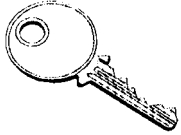
Glenn Hodde was playing for time. There were just a few days to his first match as England coach and he was not ready to reveal his captain.

The 11 pressmen prodded and probed. Would he be young, a new face for a new era (Gareth Southgate)? Or an experienced head to oversee the transition (Stuart Pearce)? Did he need to be a club captain? Would he be a passionate man (Pearce or Paul Ince)? Or a thoughtful one (Southgate)? Was it a short-term appointment (while waiting for Tony Adams and David Platt to be fit)? (SCMP September 1996)

Now that you have read it, try to answer these questions.

- 1 Is the event being reported in the present or the past?
- 2 How many tenses are used in the first three paragraphs? What are they?
- 3 How many irregular verbs are used in the extract? What are they?
- 4 Can you turn all the questions into statements? Try to do that now.
- 5 Did you realise that there was so much grammar in one short text?

Every time you read or hear something in English, you are listening to or reading grammar. For many of you, grammar will be a weak point in your English. By following a few simple steps, you can learn some grammar every time you read.



Check in the answer key to these five questions before you go any further.

Grammar 2

Now look at this short extract. This time, look out for the way the verbs are formed and where the nouns come in the sentences.

Success at School?








Linda has just finished her secondary school studies. She has achieved excellent results. In fact she is one of only three pupils to score A grade in 6 subjects in the Advanced Level Examination this year. She is going on to study Medicine at Chinese University. Linda has always done well at school. Even when she went to kindergarten at the age of two, she was considered bright. When she went to primary school, her parents hired tutors for her. She studied English two nights a week and Chinese two nights a week. She had History and Geography once a week and Maths and Science once a week. On Sunday, she had piano lessons in the morning and did extra homework in the afternoon. The fact that she finished top of her school proved to her parents that she was clever and that she enjoyed all the work.

See if you can answer these questions.

- 1 How many nouns are there in the first four lines? What are they?
- 2 How many different tenses are used in the passage? What are they? Can you give an example of each one?
- 3 Now you should try to write a short paragraph about someone you know at school. Try to use the same tenses as I have done in this passage.

So How Can I Help My Grammar From Reading?

Everything you read in English has grammar. You should take careful note on how sentences are constructed, which tenses are used and how things like plurals are dealt with. Different types of writing use different types of structures and you should read as many different types of texts as possible. In the reading file for SA Unit 1, there are five passages to read. Look to see if you can find the different tenses that are used. If you are not sure about something, find a grammar book and look it up.

Skills 	Equipment 				 60
<i>Reading</i>					
<i>Writing</i>					
<i>Speaking</i>					
<i>Listening</i>					
☆☆☆					
<i>Next?</i> <i>SA1.Wr.VI</i>					

Error Correction 1 (Plurals and agreement with the verb to be)

Hong Kong are a very competitive place to live and work. To survive at school and at works you is often forced to work very long hours and very hard for long stretch of time. This can go on for weeks, month or even years. Being forced to work under such condition for long periods can have bad effect on a person's health. It is therefore important that people is aware of the dangers and that they makes every effort to have some leisures time to relax.	1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____ 9 _____ 10 _____
--	---

Error Correction 2 (Subject-verb agreement and articles)

The IEC is a intensive English course for students who goes to English medium secondary schools. The course will takes place in schools around Hong Kong starting in late 1996 or early1997. The hope are that it will help students get the better grade in their Use of English examination and so give them the more choice when they go on to University. A students may be in classes with their school mates or they may be in a class with lots of student from other schools. The course consist of nine units and students may not do all of an units, but all student should be able to complete most of the units during a course.	1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____ 9 _____ 10 _____ 11 _____ 12 _____ 13 _____ 14 _____
---	---

The rest of the error correction exercises do not appear in the same format as the first two. You will see a short paragraph as below, but there will be errors in it. This is more like real proofreading, and less like the proofreading you have to do in Paper C in the Use of English examination.

Error Correction 3 (Tenses and spelling)

Yesterday I want to saw a rugby match at the Hong Kong Stadium. The match were very exciting and the crowd really enjoy it. The match was between Hong Kong and a team from the PLA. Hong Kong manage to win the game by 45 points to 30. It was good to see the team pley so well because in resent matches they have had a lot of injuries to key players. In the fist half of the match the team from the PLA play very well and at half time the skore was Hong Kong 12, the PLA 24. In the second half the Hong Kong players begin to play some excellent rugby and scored five tries. There were 15,000 people at the match and everyone thorouoghly enjoy themselves.

Error Correction 4 (Articles and subject-verb agreement)

The new management at Planet Entertainment (International Holdings) says it expect to return a company to profit in its next financial year in what it claim will be improved conditions in the movie industry. A company's executive director said that a company planned to develop three major lines of business - film distribution, television programmes and pre-recorded video tapes. A huge losses last year were 15 percent higher than a previous year.

SCMP 24 October 1996

Error Correction 5 (Spelling and tenses)

Studnts who forget to bring books or other equipment to class can breath a sigh of relief - the Education Department has step in to save them from punnishment.

The department yesterday tell teachers to take an easier line on forgetful pupils who turn up without their homework or texbooks.

The principal curriculum planning officer say the new attitude was one of the measures to avoid lumbering children with heavy school bags.

The weighty satchels could harm the growing spins of primary and junior secondary school students, she said.

"The department considers it important that mesures are took to tackle the problem, and wishes to obtain support and cooperation from schools, " she said.

SCMP 28 October 1996

Error Correction 6 (Everything)

Schools which shows the greatest improvement could be paid the cash bonus under proposals being drafted by a Education Commission.

The commision hope the extra money will encouraged schools whose students progress academically and in extra-curricular activites.

But critics say the scheme will commercialise education and question the criteria for choose winning schools.

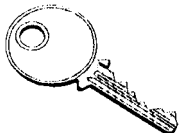
The reccommendation is understod to be outlined in the Education Commision's seventh report to be released next month.







It urge a body of education expurts to be formed to assess teaching performance and selected winning schools. The money would act as an inducement to teachers and other school staffs.

During a proposed two year trial period, schools would decided how to use their winnings.

The report carry no suggestion that schools showing poor performances should have their funding rediced.

SCMP 28 October 1996



So What Is Self-Access Grammar? [SA1.Wr.G1/2]						Pg 1
Skills ↓						60
Reading	 <p>It would be a good idea if you have a grammar book close to you when you are doing this section. It will allow you to check up on things you are not too sure about.</p>					
Writing						
Speaking						
Listening						
☆☆☆						
Next?						

Grammar 1 Is What You Read Grammatical?

- 1 The event must be in the past because the writer uses the past tense a lot.
- 2 There are three past tenses used in the first three paragraphs. They are the past simple, the past perfect and the past continuous.
- 3 There are five irregular verbs in this extract. The verb to be - was, were; the verb - to give, gave, given; the verb - to grow, grew, grown; the verb - to feel, felt, felt and the verb - to oversee, oversaw, overseen.
- 4 He would be young, a new face for a new era.
He would be an experienced head to oversee the transition.
He did need to be a club captain.
He would be a passionate man.
He would be a thoughtful one.
It was a short-term appointment.

Notice in most cases you just need to change the position of two words, e.g. from 'Would he...' to 'He would...'.

- 5 As you can see, there is a lot of grammar in even the shortest text. All we have done is look at some verbs and questions. We have not started to look at the structure of all of the sentences.

Grammar 2

- 1 There are twelve nouns in the first four lines. They are Linda, school, studies, results, pupils, A Level, year, Chinese University, Linda, school, kindergarten and primary school.
- 2 Four tenses are used in the passage. They are:
The present perfect - has just finished, has achieved
The present simple - to score, to study
The past simple - She studied, she finished, she enjoyed
The present continuous for future - she is going to

There is also a passive construction - was considered.
- 3 You should use the model in the worksheet to check whether you have used all the tenses correctly.



In the first two exercises the answers have been highlighted for you.

Error Correction 1

Hong Kong are a very competitive place to live and work. To survive at school and at works you is often forced to work very long hours and very hard for long stretch of time. This can go on for weeks, month or even years. Being forced to work under such condition for long periods can have bad effect on a person's health. It is therefore important that people is aware of the dangers and that they makes every effort to have some leisures time to relax.

1. is
2. work
3. are
4. stretches
5. months
6. conditions
7. effects
8. are
9. make
10. leisure

Error Correction 2

The IEC is a intensive English course for students who goes to English medium secondary schools. The course will takes place in schools around Hong Kong starting in late 1996 or early 1997. The hope are that it will help students get the better grade in their Use of English examination and so give them ~~the~~ more choice when they go on to University. A students may be in classes with their school mates or they may be in a class with lots of student from other schools. The course consist of nine units and students may not do all of an units, but all student should be able to complete most of the units during a course.

1. an
2. go
3. take
4. √
5. is
6. a
7. the
8. The
9. √
10. students
11. consists
12. the
13. students
14. the



In the last four exercises you have the original text to compare with the ones on the worksheet. You must check all the way through to make sure you have all of the errors corrected.

Error Correction 3

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SCMP 28 October 1996



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The recommendation is understood to be outlined in the Education Commission's seventh report to be released next month.

It urges a body of education experts to be formed to assess teaching performance and select winning schools. The money would act as an inducement to teachers and other school staff.

During a proposed two-year trial period, schools would decide how to use their winnings.

The report carries no suggestion that schools showing poor performances should have their funding reduced.

SCMP 28 October 1996

Skills 	Equipment						30
Reading	<i>In this section you will:</i>						
Writing	<i>revise a bit about the different types of words</i>						
Speaking	<i>decide what "knowing a word" means to you</i>						
Listening	<i>learn about different methods of storing vocabulary</i>						
☆☆	<i>practise the different methods</i>						
Next? SA1.Wr.V2							

So What Types Of Words Do You Know About?

If you look in a grammar book, you might think that there are hundreds of different types of words. There are main verbs and auxiliary verbs, there are nouns and pronouns, there are adverbs and adjectives, there are articles, modifiers, quantifiers, determiners, conjunctions, adjuncts, etc. Which, if any, of these words are the most important to learn?

One of the most common complaints from Hong Kong students is that they do not have a good vocabulary. What does that mean? Well, having a large vocabulary usually means that someone knows a lot of words. What does that mean, though? Knowing a lot of words? Well, we will look at that in the next section, but first let's have a look at some of the words you do know.

Vocabulary 1 What Type of Word?

Below are twenty common words that you probably see every day in Hong Kong. What you need to do is to decide what type of words they are. Are they Verbs, Nouns, Adjectives, Adverbs or Grammar Words?

Before you start, here is a little matching exercise just to check you know what verbs, nouns, adverbs, adjectives and grammar words are.

1	Verbs	a.	a series of words that provide extra information about someone, somewhere or something
2	Nouns	b.	a series of words that describe an action of some sort, which can be physical or mental
3	Adverbs	c.	a series of words that can tell us how many, which one and help form questions along with a variety of other things
4	Adjectives	d.	a series of words that act as a name for someone, somewhere or something
5	Grammar Words	e.	a series of words that give us more information about when, where or how something happened

Now decide what type of words these are.

and	bus	walk	read
eat	the	blue	smooth
doors	tall	yesterday	quickly
hard	computer	school	teach
expensive	study	carefully	noisily

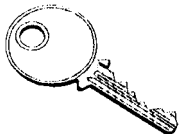
Verbs:

Nouns:

Adverbs:







Adjectives:

Grammar Words:



Before you go any further, check in the answer key to see if you were right.

Now that you have checked your answers, I would like you to try and write at least three more words in each of the sections above. If you are having problems, then use a dictionary. You might need to use a dictionary anyway.

Skills 	Equipment					 30
Reading	Vocabulary 2: Words in a sentence					
Writing	<i>Now you know types of words, but you do not usually deal with single words.</i>					
Speaking	<i>Certainly in your class or at home, you use words in sentences. So now we should look at these word types in sentences.</i>					
Listening						
☆☆☆						
Next? SA1.Wr.V3						

Below are five short sentences. You should try to identify the types of words in each sentence. At the end of each sentence in brackets () is the number of types of words in each sentence. Here is an example:

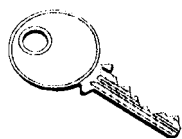
Linda went out to buy a new dress. (5)

This means that there are five basic types of words in the sentence, i.e. verbs, nouns, adjective, adverbs and grammar words.

Verbs : Went, buy Nouns : Linda, dress
Adjectives : new Adverbs : out
Grammar Words : to, a

Now you try the same for these five sentences:

- 1 The ferry made the trip to Discovery Bay very quickly. (4)
- 2 Peter got up very early this morning. (4)
- 3 Eunice has worked for the BC over the summer holiday. (4)
- 4 James really enjoys going on long walks during his time-off. (5)
- 5 Linda hardly noticed the time as she worked hard at finishing her geography assignment. (5)



Do you think you have identified each type of word? If you do, then you should check in the answer key.

You can see that even the simplest sentences have nouns, verbs, adjectives or adverbs and grammar words. You should always make sure that the sentences you write have all the necessary parts.

So What Does Knowing A Word Mean To You?

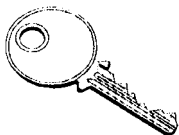
If someone asked you, "Do you know what the word 'school' means?" What would you answer? I imagine you would say, "Yes, of course." A simple answer but what does the word actually mean? Write down a quick definition in your notebook now.






Check in the answer key to see if you were right.

Right, so now you know what school means. See if you can answer the following questions about the word 'school'.

- 1 Can you spell the word correctly?
- 2 Can you pronounce the word 'school'?
- 3 What type of word is 'school'?
- 4 Are there any other words that often go together with 'school'? What are they?
- 5 Can you use the word 'school' in a sentence? Try to write one now.
- 6 Does the word 'school' have more than one meaning? Try to find out and write any other meanings down in your notebook.
- 7 Can you make any other words using 'school' as a base?

Here are five more very common words. Try to answer all seven of the questions above for each word. At this stage, try not to use a dictionary.

Book**Film****Paper****Sky****Study**

Skills ↓↓	Equipment 				 30
Reading	At the beginning of this section, I said that we would look at some ways of storing vocabulary. That is what we will do in this section.				
Writing					
Speaking					
Listening					
☆☆☆					
Next? SA1.Re.F					

So How Do I Store New Words?


There are many ways that you can store new words. It is only by storing these new words and using them many times that you will come to "know" them very well.

I will show you three techniques for storing vocabulary. You should try to decide which one of them you would like to try while you are doing the IEC. It is your choice, though, and you don't have to use any of them if you don't want to.

1 The List

A list of words is the simplest way of noting and storing new vocabulary items. You probably used lists when you were in primary school to write down new words and try to learn them for spelling tests. I know I did.

Now that you are about to go on to university, you should do more than just write down a long list of words. Look at the chart below and decide whether you could use something like this to store vocabulary.

Telephone		
/teləfəʊn/	telephone box, telephone call, telephone directory, telephone bill, telephone number, telephone pole, telephone line.	telephonist, telesales, telephonic
noun - "a system of communication that you use to have a conversation with someone in another place"	I went to answer the telephone. I had a long conversation with my girlfriend on the telephone last night.	Translation???
verb - "to speak to someone by telephone"	I will telephone you at seven tonight. Remind me to telephone my mother on her birthday.	What does it look like? 

2 The Catalogue

Often when you are looking at a set of new words, you find that they are connected in some way. They could be from the same book, be about the same topic, sound the same, look the same, and so on.

Look at the following sets of words and try to decide why they have been grouped together.

Set 1

plough, through, though, thorough,
tough, rough

Set 2

Firm ware, local bus, peripheral, interface, plasma,
screen, upgrade, scanner, OCR, server, website,
cyberspace, cyber-cafe, nerds, mega-bytes, floppy,
crash

Set 3

tele..., telephone, television,
telecommunications, tele-photo, tele-
sales, telex, telegraph, telegram,
telepathic, telekinesis, telepathy,
telemarketing, telescope, teleprinter,
telescopic

Set 4

Interest, disinterest, informed, uninformed, placed,
displaced, important, unimportant, symmetric,
asymmetric, honest, dishonest, enthusiastic,
unenthusiastic, engage, disengage

Below is one final set of words - you should practise putting them into categories of your own and decide which go together and why.

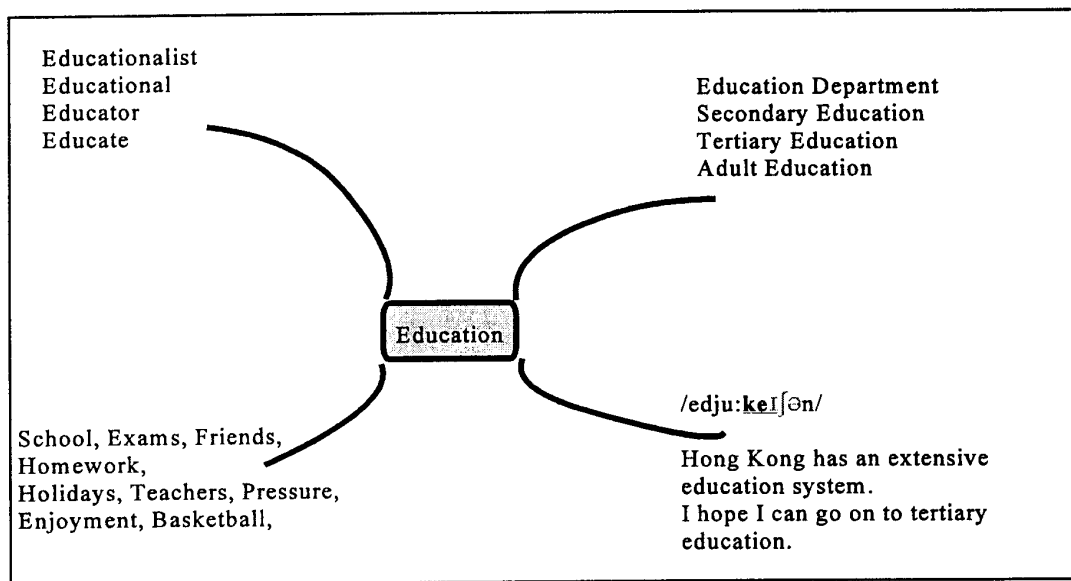
Set 5

break, decision, degree, eating, English, enjoying, European, exams, excited,
exhausted, extensive, intensive, job, listening, pass, play, pleasant, reading,
scanning, Self-access, speaking, stress, study, summer, syllable, university,
writing

3 Mind-maps

Mind-maps can be used for planning essays, making notes and storing vocabulary. In this section, we will look at storing vocabulary only.

What is a mind-map? Well, it is a non-linear way of storing information. In the first two methods of vocabulary storage, we looked at tables and catalogues/ categories. These can be seen as traditional methods. A mind-map allows you to organise the storage in a way that suits you. Look at the example below to see what a simple mind-map looks like.

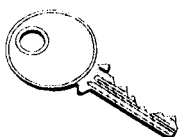


As you can see, the main vocabulary item has been put in the middle of the page, from which there are four strands. One has words with the same base, one has common words that use education as part of them, one shows the pronunciation and usage and finally there are individual thoughts and associated words.






You can use pictures if they help. Basically a mind-map is how you see the word connected to other things.

Try to build up one of your own now. To help, I will suggest you a key word and you should then build up the mind-map.

The word is "EXAMINATION". Good luck.



Take a look in the answer key to see my mind-map for this word. It will be different from yours.

Skills ↓					 90
Reading					
Writing	Vocabulary 1 What Type of Word?				
Speaking	1 b, 2 d, 3 e, 4 a, 5 c.				
Listening	Verbs	walk, read, eat, teach, study			
☆☆	Nouns	bus, doors, computer, school, study			
Next?	Adverbs	yesterday, quickly, hard , carefully, noisily			

Adjectives blue, tall, **hard**, expensive

Grammar Words and, the

You can see that two words are repeated. You can study for an exam. You can also work in a study. You can work hard at something. You can also have some very hard work to do.

Vocabulary 2: Words in a sentence

- | | | | | |
|---|----------|----------------------------|-------------|----------------------------|
| 1 | Verbs: | made | Nouns: | ferry, trip, Discovery Bay |
| | Adverbs: | very quickly | Grammar: | The, the, to |
| 2 | Verbs: | got up | Nouns: | Peter, morning |
| | Adverbs: | very early | Grammar: | this |
| 3 | Verbs: | has worked | Nouns: | Eunice, BC, summer holiday |
| | Adverbs: | over | Grammar: | for, the, the |
| 4 | Verbs: | enjoys going | Nouns: | James, walks, time-off |
| | Adverbs: | really | Adjectives: | long |
| | Grammar: | on, during, his | | |
| 5 | Verbs: | noticed, worked, finishing | Nouns: | Linda, time, assignment |
| | Adverbs: | hardly, hard | Adjectives: | geography |
| | Grammar: | the, as, she, at, her, | | |



So What Does Knowing A Word Mean To You?

School: *a place where children are taught*

There are several other definitions for the word 'school'. Before you go any further, find a good dictionary and write down the most common definitions.

Did you manage to get definitions for the other words? I'm sure you did.

So How Do I Store New Words?

2 The Catalogue.

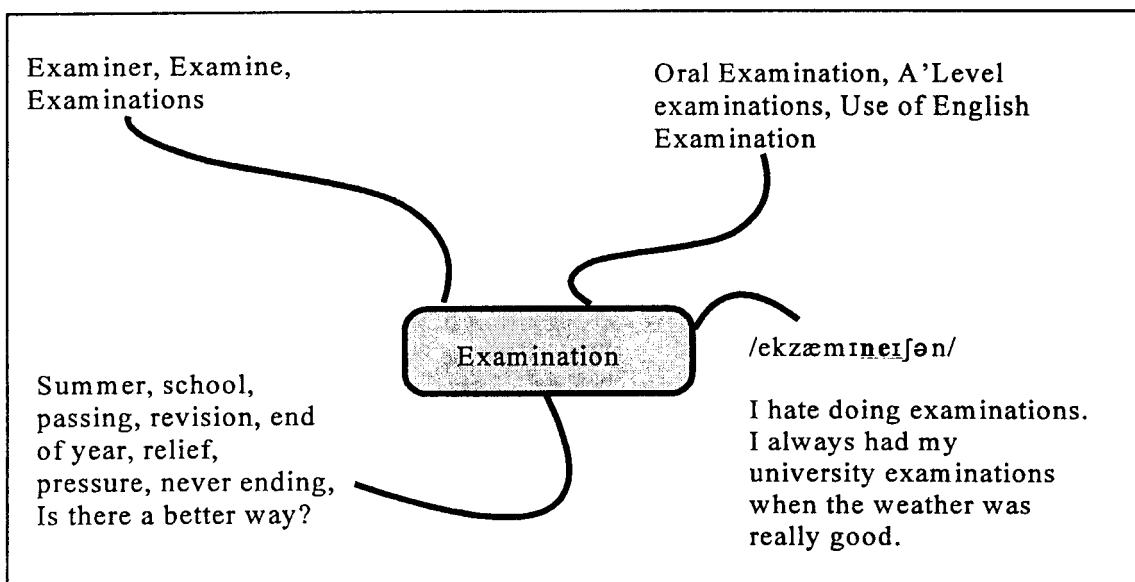
Set 1 All of these words have 'ough' as part of their spelling.

Set 2 All of these words have something to do with computers.





Set 3 All of these words start with "tele".

Set 4 Each of these pairs of words are opposites.

Set 5 How did you do? How many different categories did you make?



So What Is A Reading File? [SA1.Re.F] Pg 1

Skills ↓	Equipment ??				 ??
Reading	So what is a reading file???				
Writing	Over the next few pages you will see a number of articles taken from the South China Morning Post. You should use them to practise any or all of the skills you have learnt about in SA1. As a hint you can practise: Reading, Listening, Speaking, Vocabulary, Pronunciation, Grammar and Writing. That should be enough to be going on with!				
Speaking					
Listening					
☆☆☆☆					
Next? SA1.EVA					

Hodde coy about naming captain
GLENN MOORE

THERE were 12 of us gathered in the small room. Outside, the afternoon sun had given way to heavy rain. Inside, the air grew sticky as we searched for the answer. A man's future was under consideration.

It felt like the set for the film *12 Angry Men*, but this was not so much a whodunit as a whowasit.

Glenn Hodde was playing for time. There were just a few days to his first match as England coach and he was not ready to reveal his captain.

The 11 pressmen prodded and probed. Would he be young, a new face for a new era (Gareth Southgate)? Or an experienced head to oversee the transition (Stuart Pearce)? Did he need to be a club captain? Would he be a passionate man (Pearce or Paul Ince)? Or a thoughtful one (Southgate)? Was it a short-term appointment (while waiting for Tony Adams and David Platt to be fit)?

"It's like Cluedo," said Hodde as the inquisition ground on. "I've not yet decided. It could be short-term. We are now playing a series of away games in tough countries." (It must be Pearce, we thought.) "But if it is going to be long-term, it has got to be the right man." (Maybe not Pearce.)

"What makes a good captain? Someone who can perceive the game as a good captain should." (Perhaps Platt, or Southgate.) "People have a fallacy about captains ranting and raving - 'if they put their fists up, they're a good captain' - which is a load of rubbish." (Bad news for Pearce and Adams.) "The best I had was Steve Perryman. He was a tremendous talker and an unselfish player for other players who were more gifted than him. That's a wonderful captain." (Adams after all.)

"We have a few potential captains in the squad. It is important it is someone who handles himself well, on and off the pitch." (That rules out Paul Gascoigne and, more realistically, Spurs' new captain, Teddy Sheringham. Possibly Paul Ince, too. But it is good news for Southgate or Alan Shearer.)

"A captain is someone players have to respect. There are a few who might think there are reasons why they won't become captain, but we will see." (David Seaman, Shearer?)

Does it matter if he is not captain of his club? "A little bit of experience helps." (Interesting. A simple 'yes' would have ruled out Southgate who is not the Aston Villa captain but was captain at Crystal Palace.)

In the short-term, Pearce would do a fine job in a place like Moldova, but the temptation must be to choose Southgate.

When asked about the captaincy earlier in the week, Southgate replied: "It is fantastic to be mentioned in that light but I think that is something for the future. I think he [Hodde] will choose a player with a lot more experience."

Food for thought

Grey matter improves with use, according to research on the effects of thinking, says **John Davies**.

JUST as hard labour leaves marks on the hands, hard thinking leaves marks on the brain.

And just as the hands that have spent decades washing clothes look different from those that have only played the piano, the brains of football players look different from the brains of computer nerds.

This is not a new discovery. The brain is known to be an extraordinary plastic organ, shaped by, as well as shaping its activity. But now the extent to which this happens is gradually becoming clearer.

Early experiments with rats carried out by Mark Rosenzweig and his colleagues at the University of California at Berkeley in the 1960s showed that rats brought up in interesting environments - big cages with lots of companions and lots of toys - developed denser, more complex brains than rats that always lived in boring environments - small cages, few companions and no toys.

More recent experiments have shown that an interesting environment is good for the brain at any stage of life. Even elderly rats, within a month of moving to a new and more interesting cage, show a thickening of parts of their brains - although the effect is smaller for old rats than for young ones.

The brain is made up of three basic materials: nerve cells, glial cells and neurons. These are the cells that think and tell muscles to move. They come in different shapes and sizes, and exchange information with each other through junctions known as synapses. The more synapses a nerve cell has, the more ways it has to exchange information with other nerve cells.

Hence the more synapses a brain has per nerve cell, the more likely it is that the brain will be able to process and respond to new information.

And rats that live in more complex environments do indeed develop more synapses between their nerve cells.

This accounts for part of the observed thickening, but not all of it. Experiments conducted by William Greenough and his colleagues at the University of Illinois at Urbana-Champaign have shown that other components of the brain are plastic too.

The glial cells are somewhat mysterious; they intermingle with the nerve cells and seem to play a crucial role in maintaining the proper environment for thinking.

In animals living in interesting places, glial cells get bigger and become more active, wrapping themselves

snugly around the nerve cells. As yet, no one is sure why. One possibility is that, as the nerve cells themselves become more active, the glial cells need to work harder to keep the environment in equilibrium.

As those who have tried it know, thinking is tiring. The more thinking a nerve cell does, the more energy it needs to keep itself going. The brain gets its energy from sugar that is carried in the bloodstream.

Blood moves around in the brain, as it does in the rest of the body, through arteries, veins and capillaries - the tubes that comprise the vascular system. While the arteries and veins shunt blood around, the capillaries deliver it to cells, allowing them to extract nutrients such as sugar and oxygen and to excrete wastes such as carbon dioxide.

When stimulated by an interesting environment, brain cells acquire numerous extra capillaries to deliver their food. According to Dr Greenough and his colleagues, this effect is particularly pronounced early on. Young, interested rats develop 20 to 25 percent more synapses per nerve cell than do their bored contemporaries; but they have 80 per cent more capillaries.

In an attempt to understand these components of brain plasticity, Dr Greenough and his colleagues compared the effects of environments that engaged the mind in different ways.

They divided some mature rats into three groups, arbitrarily labelled "acrobats", "jocks", and "couch potatoes". The acrobats were given an obstacle course to tackle - which requires co-ordination but not much energy.

The jocks were given running wheels to play on - requiring energy, but not much skill. The couch potatoes stared at the walls.

The results were dramatic. The acrobats grew extra synapses per neuron and increased the activity of their glial cells. The jocks showed no change in these, but the ratio of capillaries to neurons grows. The couch potatoes showed no changes at all.

The researchers examined only two parts of their rats' brains, both of them involved in coordinating physical activity. They observed the same changes in both parts.

But there are plenty of areas in the brain devoted to behaviour other than acrobatics or endurance tests. In humans, large chunks are given over to language or sex; concentrating on these will develop the brain accordingly. SCMP March 4 1996

Speeding up the brew
By Ruth Bell

BIOTECHNOLOGY is as old as brewing beer and baking bread but new discoveries in molecular biology are revolutionising the production of medicines, foodstuffs and chemicals for agriculture and the environment.

The pharmaceutical and chemical industries are recognising that to take advantage of these developments, they need a flexible workforce with the right skills. To meet this need, the Advance Centre for Biochemical Engineering University College, London, has introduced a modular training programme backed by the Biotechnology and Biological Sciences Research Council.

The aim is to help industrial scientists and engineers turn new science more quickly into industrial processes and new products.

Because the training programme is controlled by a management team of people from industry, it can adapt to suit the changing needs of the market. Tony Bradshaw, the programme manager, has moved from industry to develop industrial links for the centre.

"What industry wants are very flexible people, people who can work at the bench, moving through to developing a manufacturing process," he says.

He should know - his job, rare in university departments, is to go out, talk to industry and find out what it needs. "When people come here, they receive training that has tangible benefits in the workplace and at the end of the module, they have the option of a fully accredited examination," he said.

Industrial users of biotechnology welcome the centre's approach.

"Because the training programme is modular, we can select which modules people need, to focus their attention on the areas that are relevant to their newly emerging projects," said John Casey, head of biotransformation at Unilever Research.

He sees benefits in the training for starters and experienced workers in the industry. "They can latch on to the system and get up to speed with new developments," he said.

Topics deal with all aspects of bioprocess engineering - the principles of process engineering, fermentation, biotransformation, downstream processing, pilot plant studies, design of bioprocesses and validation issues.

Teaching research scientists about validation issues and how they affect the design of bioprocesses can influence the commercial viability of a new discovery. This is because rigorous validation requirements say that every step in the manufacture of a product is documented in detail. Validation costs can be up to 25 per cent of production costs.

Xenova, a leading British drug discovery company, uses the programme to build on skills of experienced people in the company.

Bob Ford, senior fermentation technician, says the training has increased his academic knowledge, helping him to solve problems in the scaling up of fermentations - a vital step in the manufacture of bioproducts.

Updating the skills of the people working at the "hands-on" end makes them into better problem solvers and it increases their motivation and allegiance to the company.

"It is a good team-building exercise," says Steve Martin, group leader in large-scale fermentation at Xenova.

In biotechnology, the number of transfers of information between people from different disciplines - the biological sciences, chemistry or chemical engineering - slows the process of turning new discoveries in the laboratory into a marketable product.

Improving communication between people from different backgrounds speeds up product development.

The Financial Times (SCMP March 4th 1996)

HK and Japanese investors to build pilot Shanghai housing project

ELAINE CHAN

Japanese and Hong Kong capital is expected to be put into a housing estate in Shanghai that the government is using as a pilot for new construction methods.

Officials from Putuo district, where the Wan Li estate will be, said discussions were being carried out with a consortium of Japanese and Hong Kong investors.

The project would cost 3.6 billion yuan (about HK\$3.34 billion).

Shanghai Putuo district Government Deputy Magistrate Bai Wenhua said the estate was one of two to be developed using foreign funds.

He said Wan Li estate would be built on a 100-hectare site in the district and would include mainly low-rise residential blocks.

The estate would house about 60,000 residents and have a total floor area of 19.4 million square feet, Mr Bai said.

Three classes of apartments would be built in the estate-low-cost units for the needy, resettlement flats for residents affected by demolition and flats to be sold to mainland citizens at market rates.

The other foreign-funded project was the San Lin estate in Pudong, which would be built by a Singaporean consortium. The consortium signed an agreement with the authorities last week.

San Lin estate would be built on a 4.1 square kilometre site in four phases spanning 10 to 15 years where the first phase, expected to cost US\$143 million, would be completed in 1999.

"The difference between the two projects is that unlike San Lin, the planning and construction of Wan Li estate will be undertaken by us," Mr Bai said.

San Lin and Wan Li estates were being developed using the Shanghai government's policy introduced last August of attracting foreign investors to develop low-cost housing, guaranteeing them a return on investment of 15 per cent.

The two projects are part of the four model estates the government wants to develop using new construction, planning and design concepts, in a bid to raise housing standards in the city. The other two pilot estates in the north and south are in Baoshan and Minhang districts. One of the poorest districts in Shanghai, Putuo has about two million sq. ft. of old houses in need of demolition in order to improve living conditions of some 35,000 households.

City officials intend to increase concessions made to investors in order to attract much-needed foreign funds for the redevelopment project.

Mr Bai said foreign investors could develop housing for the foreign market in the district but if they failed to sell the properties, the district government would buy them and help the investors develop them.

The capital obtained from investors through leasing of land could be used to demolish old houses and resettle residents.

He said it cost between 150,000 to 200,000 yuan to resettle one household in the district.

Hong Kong's Sun Hung Kai Properties had met officials to discuss redevelopment projects in Putuo district, he said.

Mr Bai said land lease costs were 20 per cent lower than those in other districts in Shanghai.

SCMP July 29 1996

A paradise of sun, sand
and surf for beach lovers

Few countries can match Brazil's staggering number of beaches. With 8,000 kilometres of coastline, a mostly tropical climate and a population attuned to beach life, hitting the beach is as Brazilian as the samba, soccer and carnivals. From the craziness of **Copacabana** in Rio to the hip beaches of Jericoacoara in the northwestern state of Ceara and the resorts of Buzios and Morro de Sao Paulo, Brazil seems to have it all.

Its most famous beach is Copacabana in Rio de Janeiro. This 4.5km stretch of blue sea and dazzling white sand is a must for any visitor.

There is always something happening at Copacabana: eating, drinking, dancing and the most popular of Rio pursuits - people-watching. At night, the footpaths come alive with sidewalk cafes. Bars and nightclubs hustle for business and tourists rub shoulders with the local residents.

Ipanema is the hangout for Rio's rich and chic. Close to the most exclusive suburb in the city, Ipanema is not as hectic as Copacabana but can still get crowded. A couple of cafes front on the beach, offering the opportunity to drink and eat with Rio's elite.

Above **Pepino** beach, in the Rio suburb of Sao Conrado, a visitor can experience one of life's great highs. On the beach, contact one of the many hang-gliding pilots who will drive you up to the striking granite peak of Pedra Bonita where you launch (along with the pilot) from 550 metres and a few kilometres inland from the beach.

The 15 to 20-minute glide is awesome, floating over parks and skyscrapers before being put down softly on the sands of Pepino beach.

For surfing the fast, hollow breakers, the best is **Arpoador**, between Copacabana and Ipanema. Boards can be hired.

In Rio de Janeiro state is **Buzios**, the country's most famous beach resort. It has everything: fine hotels, restaurants, boutiques, bars and grand villas. It is a perfect spot for sailing, surfing, windsurfing and snorkelling.

Morro de Sao Paulo is a collection of great beaches that has, in recent years, become yet another "in" place in Brazil. Centred on an isolated fishing village south of Salvador in Bahia

state, the island is filling up with hotels, bars and restaurants as the number of Brazilian and international tourists grows.

Fortaleza in northwest Brazil is becoming popular for its beaches. The isolated **Jericoacoara** is the currently popular stretch of sand among the young and hip.

Sitting atop the huge sand hills watching the sunset is the major occupation, while dune surfing is on the cards for the more adventurous. Plan to stay a while, because it can be a difficult place to get to.

Even more isolated is **Tatajuba**. This fishing village has a long, wide beach but it is about a five-hour walk along the beach from Jericoacoara. Away from the relative peace of Jericoacoara is **Beach Park**, about 20 kms from the city. It is one of the most modern beach resorts in Brazil, complete with a huge swimming pool complex and water toboggan run.

Ranked as one of the top beaches in the state of Ceara is **Praia da Lagoinha**. Its isolation helps keep it clean and idyllic.

Paracuru is quiet during the week but draws the Fortaleza crowds at weekends. The beach is picturesque, with coconut palms, freshwater springs and fishing boats.

South of the city of Recife are several beaches protected by coral reefs, making the waters calm and crystal clear. Sand dunes and palms line the beaches and all are easily accessible from the city. Beaches to the north of the city and from the colonial city of Olinda - are also top quality. A road runs close to beaches **at Rio Doce, Janga, Praia do Pau Amarelo** and **Praia da Maria Farinha**.







Tambaba beach, in the state of Paraiba, is the only nudist beach in the northeast. It is also one of the best beaches in Brazil. For the modest, a section is reserved for "clothed" bathers.

South of Rio de Janeiro is the state of Santa Catarina, the best area for surfing in the country. On its name-sake island - Ilha de Santa Catarina - is **Joquina**, which hosts the annual Brazilian surfing championships. Other good surfing beaches include **Prainha** and **Praia Grande**.

SCMP September 7 1996

So What is Self-Evaluation? [SA1.Eva]

Pg 1

Skills ↓	Equipment 				 60
Reading	<p>In this section you will: learn something about evaluation look back at what you have already done evaluate your progress so far look forward to what to do next</p> <p>You need to listen to the self-access tape for the start of this section.</p> <ol style="list-style-type: none"> 1 Find the tape. 2 Prepare yourself for listening. 3 Listen to the instructions on the tape. 				
Writing					
Speaking					
Listening					
☆☆☆					
Next? SA Unit 2					

Listening 1: So What Is Self-Access?

Easy / Why?		Difficult / Why?	
Chris Wong	You	Chris Wong	You
The first listening. Could listen to it many times and there were only a couple of questions.		Pre-listening 1. Didn't know anything about SA.	
Useful / Why?		Interesting / Why?	
Chris Wong	You	Chris Wong	You
The whole unit, the bit about the symbols. Would not know what to do otherwise.		Pathways. Had never thought much about what or why I do things.	

Exams Related?	
Chris Wong	You
Did a lot of listening, so helped with Paper A.	
How long did it take? Why?	
Chris Wong	You
About _____ as the sheets suggested because I listened to the tape _____ and checking _____ took a long time.	
How well did you do?	
Chris Wong	You
Over the whole section I got _____ right. I did play the _____ and I did go back and _____, but that is alright because _____ and I can work at _____.	
Any other comments?	
Chris Wong	You
The whole section _____ . It will help me _____ and _____ too. I can always go back to look at this again if I forget anything.	

So What Is Self-Access Reading?

Easy / Why?	Difficult / Why?
Useful / Why?	Interesting / Why?

Exams Related?

How long did it take? Why?

How well did you do?

Any other comments?

So What Is Self-Access Listening?

Easy / Why?	Difficult / Why?
Useful / Why?	Interesting / Why?
Exams Related?	
How long did it take? Why?	
How well did you do?	
Any other comments?	

So What Is Self-Access Grammar?

Easy / Why?	Difficult / Why?
Useful / Why?	Interesting / Why?
Exams Related?	
How long did it take? Why?	
How well did you do?	
Any other comments?	

So What Is Self-Access Vocabulary?

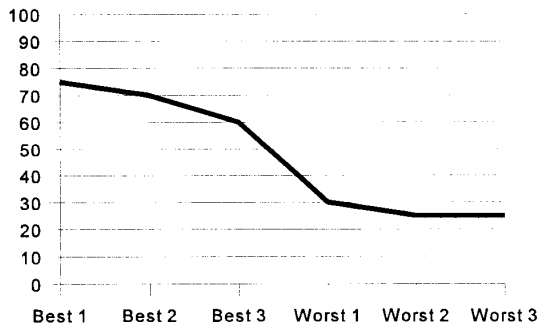
Easy / Why?	Difficult / Why?
Useful / Why?	Interesting / Why?
Exams Related?	
How long did it take? Why?	
How well did you do?	
Any other comments?	

So What Is Self-Access Pronunciation?

Easy / Why?	Difficult / Why?
Useful / Why?	Interesting / Why?
Exams Related?	
How long did it take? Why?	
How well did you do?	
Any other comments?	

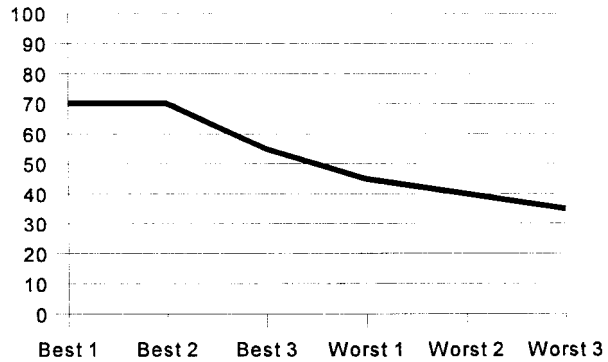
Listening 2: The Final Analysis 

Reading Comprehension



Chris Wong You

Reading Vocabulary



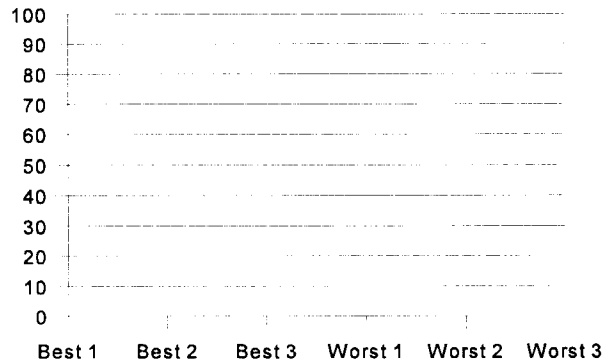
Chris Wong You

Listening Comprehension



Chris Wong You

Error Correction



Chris Wong You

Summary Statements: The reading comprehension was not too difficult, but I still need to do better. My vocabulary work was quite good and I enjoyed doing the activities. My listening comprehension was quite poor and I need to do more work on this. My error correction was

Final Comments?

Learner Contract For CHRIS WONG

I *Chris Wong* promised to do the following work to practise my English.

Things to do	For How Long / Until When / How Often?
1 Continue to read the newspaper	At least once a week
2 Continue with recording vocabulary	Three months
3 Practise my listening / notetaking skills	Until the exams
4 Listen to the English radio news	At least twice a week
5 Continue to practise group discussions	Until the exams
6 Be more careful with proofreading	Every essay I write
7 Plan my essays	Every essay I write
8	
9	
10	

Learner Contract For _____

I _____ promised to do the following work to practise my English.

Things to do	For How Long / Until When?
1	
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