

NEW ACCESS

1

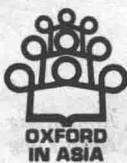
for Hong Kong Secondary Schools



D. H. Howe

New Access 1

D.H.Howe



**Hong Kong
Oxford University Press**

Oxford University Press
OXFORD LONDON GLASGOW
NEW YORK TORONTO MELBOURNE AUCKLAND
KUALA LUMPUR SINGAPORE HONG KONG TOKYO
DELHI BOMBAY CALCUTTA MADRAS KARACHI
NAIROBI DAR ES SALAAM CAPE TOWN
and associated companies in
BEIRUT BERLIN IBADAN MEXICO CITY NICOSIA

© *Oxford University Press* 1981
First published 1981
Fourth impression 1983

OXFORD is a trademark of *Oxford University Press*

ISBN 0 19 581271 9

Illustrated by the Illustration Workshop and Tom Briggs
Cover design by DHL Graphic Design

*All rights reserved. No part of this publication may be reproduced,
stored in a retrieval system, or transmitted, in any form or by any means,
electronic, mechanical, photocopying, recording or otherwise,
without the prior permission of Oxford University Press*

Printed by Golden Crown Printing Co. Ltd., 499, King's Road, Flat B, 5/F., Hong Kong
Published by Oxford University Press, Warwick House, Quarry Bay, Hong Kong

HOW TO USE THIS BOOK

GENERAL AIMS

This course has now been revised in the light of the requirements of the new Scaling Test, which clearly must have considerable influence on language teaching material and method in the first three years of the secondary school.

The Test aims at evaluating the students' ability to use English, particularly in realistic contexts and situations, and to do so in such a way that preparation for the test is itself a worthwhile learning experience. At the same time the authors of the test stress the importance of a good command of language structure and vocabulary, without which the effective use of English is impossible.

The aim of this course is to fulfil both these requirements. It continues to follow the guidelines of the current *Syllabus for Secondary Schools*, and also to retain those features that have proved most popular and effective. At the same time it provides thorough preparation for the Scaling Test and similar examinations.

VOCABULARY GRADING SCHEME

Some words are more useful and occur more frequently than others. It is obviously essential to teach these words first and leave the more uncommon words for later. The new words introduced in this book are taken from a Vocabulary Grading Scheme especially devised by the author for secondary schools in Hong Kong. The *Oxford Progressive English Readers* series provides a wide range of books written to the same grading scheme and is therefore most suitable for use in conjunction with this course. There are also several other secondary courses, such as Geography, which have been written to this same scheme.

UNITS

This book is divided into twenty integrated units. Each Unit deals with particular language structure items and verb patterns specified in the syllabus (Course B). For ease of reference the Units are given sub-headings but these should not necessarily be thought of as separate lessons: they often merely indicate the different kinds of skills involved while practising the use of the same language items.

Important note: The amount of time spent on each activity can be decided only by the teacher, according to the requirements of a particular class and the time available. It should not be thought that every section must be given the same emphasis or even worked through at all. In the case of GUIDED COMPOSITION, for example, the amount of time spent by different classes may vary considerably. Teachers should decide for themselves how much oral preparation is necessary, whether they wish their classes to provide all or only some of the alternatives possible, or whether, in the case of a bright class, they wish to go beyond the guided exercises provided and ask their students to produce similar passages without guidance. In the same way some teachers may decide to omit the DICTATION altogether while others

may regard it as important to their students' needs. Each Unit contains enough practice in the four skills to make such selection or varying emphasis possible without reduction in teaching effectiveness.

COMPREHENSION

The comprehension passages in Books 1 and 2 have been reduced in length, at the request of many teachers. Those in Book 1 now range from 250 to 400 words, which length is maintained in Book 2. There is a greater variety in both content and exercises. More guidance is given in answering conventional questions and in the 'cloze' type tests and exercises which are a feature of the Scaling Test. The latter include both open and multiple-choice type exercises. The cloze type exercise is also used as an introduction to summary writing and for consolidating new vocabulary.

Comprehension exercises are graded. Each set begins with 'Quick Questions', designed to be worked through quickly to ensure overall understanding of the main facts. These questions are also often used to practise language usage, e.g. short answers. The 'Think About It' questions, which follow, require a deeper understanding: the perception of the connection of ideas, drawing conclusions, making generalizations and often relating ideas to the student's own experience. It is for the teacher to decide how far a particular class is able to progress with these exercises. At one level a class may not be able to go far beyond a factual understanding and this may well be considered adequate. At the other extreme a good class which already has a fair mastery of spoken English may find that the occasional 'Class Discussion' exercise provides stimulating practice in oral expression.

As before, the passage and exercises that follow usually occupy one double page only, which makes it much easier for the student to refer back to the passage when answering the questions.

It is suggested that students should not be asked to read the passage aloud before they have fully mastered its meaning. They may be asked to prepare the passage privately or the teacher may read the passage to the class so as to bring out the meaning or *both* these steps may be taken before attempting the questions. The questions are intended to guide the students to a complete understanding of the passage but teachers may find additional questioning and discussion necessary where words have been forgotten or students need help with new ideas.

NEW WORDS

New words are printed in red when they first appear in a passage and are usually repeated later with syllable stress marking. The vocabulary exercises involve *using* the words in sentences in order to consolidate an understanding of their meaning and use. In addition there is an index of all new words, with page references, at the end of the book. All other words in this book have been taught in the primary school and every opportunity is taken to revise these.

PRONUNCIATION PRACTICE

Each Unit presents at least one common pronunciation difficulty usually in the form of a

contrast: two sounds often confused are contrasted with each other in a number of exercises. (As far as possible, only familiar words are used.) First, examples are given with pictures to bring out the change in meaning when one pronunciation is used instead of the other. Then *listening practice* is given. This is most important: students will not pronounce the sounds correctly until they have learned to *hear* the differences. In most Units, Exercise 2 provides pairs of words in which only one sound is different ('minimal pairs'). These can be used first for listening practice: the teacher reads a word and the students decide whether the word is from column A or B. When the students have learnt to hear the difference, the words may be used for speaking practice.

Exercise 3 is usually similar except that we have pairs of sentences, instead of words, which are different in one sound only. For listening practice the teacher reads a whole sentence and the students decide whether the sentence was A or B. The sentences may then be used for speaking practice. Exercise 4 usually gives practice in reading sentences in which *both* sounds occur, colour being used to draw attention to the points of difficulty. If the teacher feels that more reading practice is needed, the comprehension passage may be used.

Simple stress and intonation marking has now been added to Exercises 3 and 4 and to many of the examples in the GUIDED CONVERSATION section. The teacher's reading of the model is of course the best guide to stress and intonation but these marks will give the students some additional help. The system used is very simple and is meant only as a general guide; a good deal of variation is possible. The following signs are used:

- 1 The sign (') is used before a syllable which should be stressed but where there is no marked upward or downward change in the pitch of the voice (the 'tune').
- 2 The signs (\) and (/) are placed before syllables which are stressed and on which the pitch begins to fall or rise. In general terms, the falling tune is used for statements, exclamations, commands, and questions beginning with a question word such as *How*, *When*, *Which*, etc. The rising tune is used for questions expecting the answer *Yes* or *No*, polite requests and suggestions.
- 3 Occasionally the signs ↘ or ↗ are used. This 'falling-rising' tune suggests that there is something more that the speaker might have said:

I 'haven't got a ↗ pen. (But I've got a pencil.)

- 4 Syllables that follow the last arrow in the sentence, rising or falling, usually have little or no stress, even though they might have been fully stressed if they had preceded the arrow. No attempt has been made here to indicate such stress. In pitch the syllables continue the direction of the arrow, rising or falling. Allowing the voice to 'tail away' like this is very important to natural speech but pupils find some difficulty in achieving it. Here are some examples:

'Where did he \ put it?

'Nobody \ knows where he put it.

'Would you 'like some / fruit?

'Would you 'like some / fruit for your lunch today?

LANGUAGE STRUCTURE EXERCISES

As recommended by the syllabus, 48 items of language structure and a number of verb patterns are thoroughly practised in speech and writing. The exercises are varied and range from simple mechanical drills to controlled sentence composition, followed later in the Unit by various kinds of communicative use. *All exercises should be worked orally in the first place. It is suggested that exercises marked Oral need not be written out afterwards, though of course the teacher may make exceptions where it is thought necessary. Exercises marked Oral/Written are intended to be written out after oral practice though here again the teacher is free to decide, as time may not always permit. The written exercises are suitable for homework provided that they have first been worked orally in class. Few or no mistakes should occur and marking will be easy: students may well mark each other's work under the teacher's guidance, which would provide valuable additional practice. It must be emphasized that in accordance with modern principles of language teaching these exercises are designed to avoid mistakes. They should not be regarded as tests. Their purpose is to teach, not test, by giving habit-forming practice in using English correctly.*

Some exercises take the form of a dialogue. Something is said by the first speaker to which the second speaker replies, using a particular language item. It is suggested that at first the teacher should read the words spoken by the first speaker and the students give the replies of 'S2'. Later, however, students should be encouraged to take both parts, working in pairs or groups.

Language Study Notes are now provided. These are simply-stated generalizations, with examples, designed to confirm understanding of the language already practised. Many older students find such notes useful when studied *after* plenty of purposeful oral practice.

GUIDED CONVERSATION

Many of the former exercises in this section, designed to give further practice in specific language usages, have now been integrated into the language structure exercises. They have been replaced in many cases with conversational exercises involving particular situations e.g. using the telephone, meeting people, etc. In addition there is regular practice in 'Dialogues' of the kind included in the Scaling Test, and to which the Guided Conversation exercises are related. In these dialogues, students have to choose the most suitable response in a realistic context or situation.

OTHER SCALING TEST FEATURES

Problem solving, following instructions, etc., interpreting rules and notices and a wide variety of related exercises are regularly practised both in the Units of the main book and in the workbook. As far as possible such exercises refer back to the language structure points previously introduced. As mentioned in the opening paragraphs, such exercises are not merely preparation for an examination; they are themselves valuable practice in realistic use of English. For this reason many of such exercises are based upon actual published material with a Hong Kong background of a kind the students may well encounter in real life.

SPELLING, PUNCTUATION AND DICTATION

Spelling rules are given only where they are useful. Rules alone cannot produce good spelling. Regular exercises are given in commonly misspelt words to develop the habit of noticing and remembering how words are spelt.

Good punctuation depends partly on mastering the use of conventional signs and partly on an understanding of sentence structure. Both aspects are dealt with. Copious practice is provided in the use of the punctuation marks prescribed by the syllabus for this stage and this is linked to the language structure exercises.

Dictation is recommended by the syllabus. It is a useful way of practising spelling, punctuation and the use in writing of new language items, provided that the points are dealt with thoroughly *before* the dictation is given and the students are allowed to study the passage. All the dictation passages in this book are intended to be prepared by the students before closing their books and doing the dictation.

Many students will probably need instruction in dictation technique. The teacher's first reading at normal speed is to enable them to grasp the main ideas, if they have not already done so. They should do no writing at this stage. When the actual dictating begins, a very common mistake is to write while the teacher is speaking. This should not be permitted. The class should wait until each phrase has been completed before beginning to write. Failure to observe this simple rule is the cause of many difficulties. The third reading by the teacher is to enable a final check to be made.

GUIDED COMPOSITION

The syllabus rightly points out that at this stage the student will not normally be ready for free composition and must therefore be given preparatory practice in the form of guided composition. The designers of the Scaling Test have also chosen this type of composition for inclusion: the student is given information of some sort, verbal or non-verbal (or both), and the task is to arrange it into a piece of continuous writing.

This course provides a variety of such exercises. The aim is to lead the student to produce continuous writing, as far as possible free of mistakes. For this reason the amount of guidance is gradually reduced as the course progresses. The aim is always to eliminate or reduce the possibility of error and to practise the writing of good English. In the early stages many of the exercises are in fact model essays with only a limited amount of choice possible. By the end of Book 3, however, the student should be able to face with confidence the type of guided writing he will encounter in the Scaling Test.

All Guided Composition exercises should be worked orally at first. When an exercise offers more than one way of producing a composition, some of these ways may be worked orally and the student asked to produce another version in writing. If the teacher wishes, of course, the students may be asked to produce more than one version in writing.

Teachers of very good classes may ask their students to write similar passages without help.

REVISION

The importance of revision cannot be over-emphasized. It is an important feature of this book. The language structure items are often themselves a revision of work done in the

primary school. After language items are introduced in a Unit, they recur repeatedly throughout that Unit in a variety of activities, oral and written. They also recur incidentally in later Units. In addition, there is systematic revision at regular intervals of the most important language structure items. The *Language Structure Notes* provide additional revision.

The printing of new words in colour, the listing of new words in Appendix Three and the tables of parts of speech in Appendix One are intended as further aids to revision as well as for easy reference.

WORKBOOK

A Workbook is available for use in close conjunction with this book. It contains written exercises designed to consolidate the language work of the main book in addition to further practice with material of the kind likely to be met in the Scaling Test, including maps, pictures, charts, diagrams, tables, etc.

TEACHERS' KEY

A Teachers' Key is available giving answers to the exercises in this book and in the Workbook.

ACKNOWLEDGEMENTS

For permission to adapt and use copyright extracts, the author and publisher wish to thank the following:

Odhams Press Ltd. (Modern Age Readers: *Bird Men* from *Skyways* by R.J. Hoare; *Child's First Encyclopedia: Children's Drawings*).

Oxford University Press (Oxford Children's Reference Library: *The First Chinese* from *China* by Anne Lonsdale; *Some Strange Journeys* from *Stories of Science and Invention* by Patrick Moore; *The Magic Ointment* from *The Magic Ointment and Other Stories* by J.F. Forester).

The author and publisher also wish to thank the following for permission to reproduce and adapt illustrations from publications:

Hong Kong Agriculture and Fisheries Dept. (p. 73)

Hong Kong General Post Office (p. 152)

Hong Kong Government Information Service (p. 137)

Hong Kong Public Works Dept. (p. 161)

Hong Kong Tourist Association (p. 69)

Mass Transit Railway Corporation (pp. 41, 152)

UNIT	PAGE	COMPREHENSION	PRONUNCIATION PRACTICE	LANGUAGE STRUCTURE PRACTICE (The item numbers refer to the syllabus.)
1	2	Tangrams	[i:] and [ɪ]	Items 1–4: <i>This is . . . That is . . . ; a, an; my, your; These are . . . Those are . . .</i>
2	10	What is it?	[e] and [æ]	Items 5–8: <i>It is . . . ; What is . . . ; 'Yes/No' questions; short answers.</i>
3	18	The North Wind and the Sun	[ɒ] and [ɔ:]	Items 9–11: questions with <i>or; John's, his, her, he, she, you, I</i> with <i>to be</i> .
4	26	Writing Letters	[l] and [r]	Item 12: the definite article.
5	34	The Golden Touch	[l] and [n]	Items 13–18: demonstrative adjectives; adverb phrases of place; adjectives; <i>Where is/are . . . ;</i> revision of cardinal numbers; the time.
6	42	Learning to Swim	[l] [n] and [r]	Items 19–22: <i>we, you, they; present continuous tense; me, him, her, etc.;</i> adverb/adverbial particles.
7	50	Children's Drawings	[t] and [θ] [d] and [ð]	Items 23–26: <i>have, has; How many? There is/are . . . ; some, any, no.</i>
8	58	The Loch Ness Monster	[f] and [v]	Item 27: <i>something, anything, nothing, etc.</i>
9	66	The Thousand and One Nights	[s] and [ʃ]	Items 28–31: <i>There are . . . ; Who? Which?; its, our, their, your; revision of ordinal numbers.</i>
10	74	Pc shoots at Fleeing Car	[ʌ] and [ɑ:]	Items 32–34: revision of the calendar; verb patterns 6–9; revision of common prepositions.
11	82	The Magic Ointment	[w] and [v]	Items 35–37: uncountable nouns; <i>a glass of water, etc; made of.</i>
12	90	Some Strange Journeys	[s] and [z]	Items 35–38: more practice with uncountable nouns; possessives.
13	98	First Aid	[-t] and [-d]	Items 39–40: <i>one, ones; going to.</i>

GUIDED CONVERSATION	SPELLING, PUNCTUATION AND DICTATION	GUIDED COMPOSITION	END-PIECE
Greetings and introductions	Plurals of nouns ending in <i>y</i> ; the full stop and question mark.	'Myself'	Useful Expressions A Puzzle
On the phone	Plurals of nouns ending in <i>f</i> ; contractions.	A conversation	A Game Two Riddles
Giving directions	More plurals; more uses of the apostrophe.	Narrative	Useful Expressions A Game
Getting there	Dates.	A letter	Revision Test One
<i>What's the time?</i>	Some unusual plurals; the punctuation of speech.	Map description	Two Riddles
Polite expressions	—	More about swimming	A game
At the shops	—	A picture story	A Word Puzzle
Seeing a Doctor	Words ending in <i>y</i> ; more contractions.	A visit to the doctor/dentist	Revision Test Two Limericks
—	More practice with words ending in <i>y</i> ; the possessive apostrophe.	Map description	—
—	Words with <i>all</i> and <i>full</i> .	A picture story	A Puzzle
<i>May I have the menu?</i>	—	Dialogue: In a restaurant	A Puzzle
—	<i>It's</i> and <i>its</i> .	Narrative	Revision Test Three
Lending and borrowing	—	Picture description: <i>going to</i>	Two Games

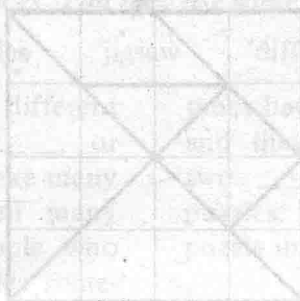
UNIT	PAGE	COMPREHENSION	PRONUNCIATION PRACTICE	LANGUAGE STRUCTURE PRACTICE (The item numbers refer to the syllabus.)
14	106	Hong Kong at Play	[b] and [p] [t], [d] and [ɪd]	Item 41: the present perfect tense.
15	114	Bird Men	[-l] and [-r] after consonants	Item 42: the simple past tense.
16	122	Flying Saucers	[-k] and [-g]	Item 42: more practice with the past tense.
17	130	The First Chinese	[-ks] and [-gs]	Items 43–44: word order; <i>every</i> and <i>all</i> patterns.
18	138	The Library	[-ts] and [-tz]	Items 44–45: <i>both</i> and the future with <i>will</i> .
19	146	Good Manners	[e] and [eɪ]	Item 46: the simple present tense.
20	154	The Great Wall of China	[ɪ] and [eɪ]	Items 46–48: <i>Where</i> and <i>When</i> with the simple present tense; common prepositions.

Appendix One: Verb Table.

Appendix Two: Phonetic Symbols.

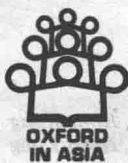
Appendix Three: Index of New Words.

GUIDED CONVERSATION	SPELLING, PUNCTUATION AND DICTATION	GUIDED COMPOSITION	END PIECE
999!	More contractions; <i>ie</i> and <i>ei</i> .	Picture composition: <i>What has happened?</i>	—
<i>Did you swim in the river yesterday?</i>	Past tense changes.	Modern Birdmen	A Problem Story
<i>Did David go to the cinema?</i>	Practice with the past tense.	Narrative	Revision Test Four
—	The use of the comma to mark off items on a list.	Picture description	—
More practice on the phone.	Doubling the final consonant; contractions.	Picture composition: the future	—
<i>What does your father do?</i> <i>What are you doing?</i>	Dropping the silent <i>e</i> .	Picture composition: the present	—
—	Revision of spelling and punctuation.	Two letters	Revision Test Five



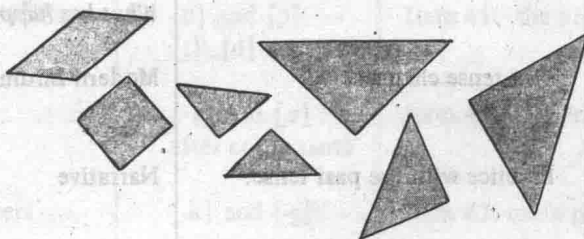
New Access 1

D.H. Howe

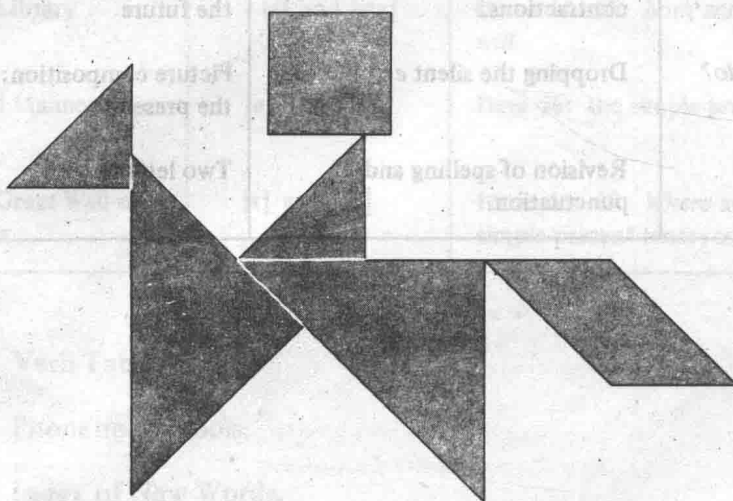


**Hong Kong
Oxford University Press**

Tangrams

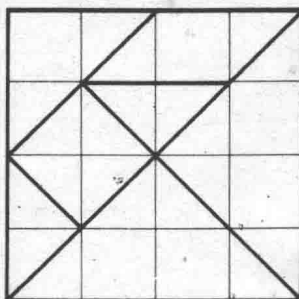


Do you know what these shapes are? Perhaps you will point to some and say, 'Those are triangles', or 'That is a square'. There is a name for all these seven shapes. They are called 'tans'. They can be put together to make figures called 'tangrams'.



Tangrams are one of the oldest Chinese puzzles. They are rather like the Western jigsaw puzzle but there are two differences. The pieces of a jigsaw puzzle usually lock together but tans are simply placed next to each other. You can complete a jigsaw puzzle in only one way but tans can be made into a great many figures. You will see some more examples on pages 4 and 5.





If you make a set of tans for yourself, you can try to make some tangrams. This is how to do it. Draw a square on a piece of cardboard. Coloured or dark cardboard is best. Then divide the square into sixteen equal squares. Next mark off the shapes like this:



Now cut along the lines with a pair of scissors, and you have your set of tans. Try to make some figures. One easy figure to make is a Christmas tree. Try it.

If you cannot make many figures, look at the shapes in Exercise A on page 4. Use your tans to make the same figures.

A Quick Questions Give short answers. The first three are done for you:

- | | | | | |
|---|---|----------------------------|----|--|
| 1 |  | Is this a square? | 6 | Is one 'tan' a square? |
| | | Yes, it is. | 7 | Are some 'tans' circles? |
| 2 |  | Is this a square? | 8 | Is the complete figure called a 'tangram'? |
| | | No, it is not. | 9 | Is a tangram a very old puzzle? |
| 3 |  | Are these squares? | 10 | Is it like a jigsaw puzzle? |
| | | Yes, they are. | 11 | Is it the same as a jigsaw puzzle? |
| 4 |  | Are these squares? | | |
| 5 | | Are some 'tans' triangles? | | |

B Fill in each blank with a suitable word:

A tangram is a very old Chinese _____. It is made up of _____ shapes, called 'tans'. The shapes can be used to make a great many _____.

Tangrams are like Western jigsaw _____ but they are different in _____ ways. First, the pieces of a jigsaw puzzle _____ together. Second, a jigsaw puzzle can be completed in only _____ way.

To make a tangram, draw a big _____ on a piece of _____. Divide the square into sixteen _____ squares. Then mark off the _____ of the tans and _____ them out with a pair of scissors.

C Think about it

- | | | |
|---|--|--|
| 1 | The tangram is a very old puzzle but people still like to play with them. Why do you think this is so? | or a tangram? Why? |
| 2 | Have you ever seen, or done, a jigsaw? Which do you think is better, a jigsaw | 3 Why should the cardboard for tans be coloured or dark? |
| | | 4 You do not often see tangrams in shops. Why do you think this is so? |

NEW WORDS

Use these words to finish the sentences. You may use some of the words more than once.

'figures 'puzzles 'jigsaw 'differences com'plete

1 A tangram is made up of three different geometrical _____. The seven _____, or shapes, can be put together to make many different _____. 2 Toyshops sell many different kinds of _____ for people who like doing them. 3 _____ puzzles some-

times have hundreds of thousands of pieces, and they all lock together. 4 There are two _____ between tangrams and jigsaw puzzles. One is that you can _____ a jigsaw puzzle in only one way.