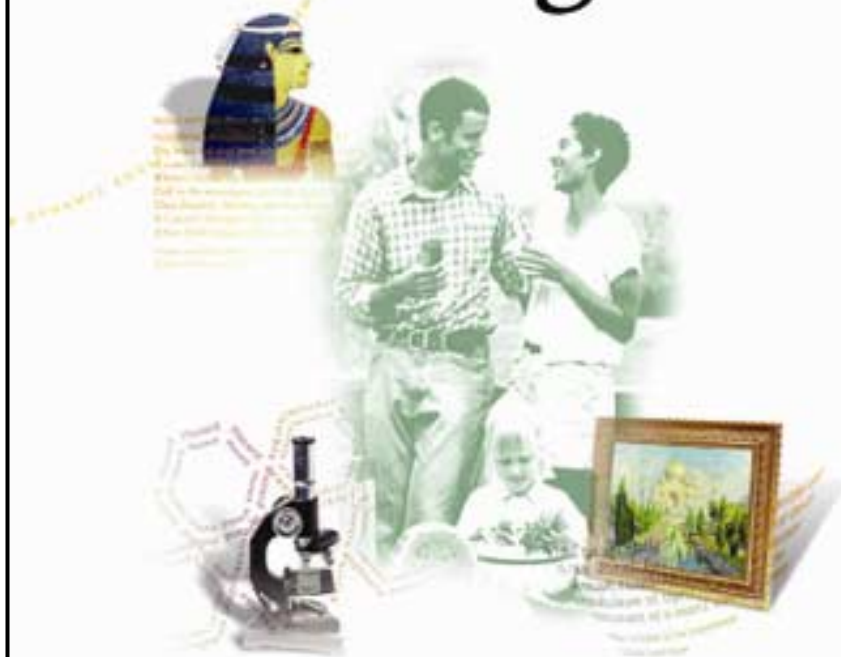


# *New Dynamic English*



## *Study Guide*

*Module 6*

[www.dyned.com](http://www.dyned.com)

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## Introduction

Welcome to *New Dynamic English*! *New Dynamic English* is the key that will open the door to successful communication in English. The course is based on classroom-proven instructional strategies and techniques, and has been created by experienced teachers. *New Dynamic English* maximizes the effectiveness of multimedia by focusing on the key skill necessary to acquire any language: listening. Each module provides carefully sequenced listening input with native speaker models, including a variety of listening tasks and follow-up exercises. The language is carefully chosen and sequenced to ensure comprehension at each level while at the same time remaining natural.

Thanks to DynEd's unique interactive program, you can study at your own pace. At any point in the program you have instant access to repetition, the English text, and glossary screens which give additional information and examples. You may also record your own voice as many times as you like and compare your recording with the native speaker model. Speech Recognition exercises offer a powerful way to increase your spoken fluency. Please note that you should check your hardware to ensure it meets the minimum hardware requirements to access the Speech Recognition features of this program.

## Course Structure

### Levels

There are four levels in the *New Dynamic English* series, each with two modules. *Dynamic English 1* is intended for beginners. *Dynamic English 2* is aimed at the low intermediate level, and *Dynamic English 3* is for intermediate students. *Dynamic English 4* is for upper-intermediate and advanced level students. In addition to building listening and speaking skills for communication in English, the course provides a strong foundation in grammar and vocabulary.

### Lessons

There are several different types of lessons within *New Dynamic English*. Content lessons introduce characters and present information about their lives and activities, or discuss subjects of general interest such as the seasons, weather and the environment. Other lessons review and practice the language points introduced in the content lessons. The Question Practice lesson in Module 1 provides intensive work in question formation and comprehension. In Module 2, a Matrix Game provides a challenging way to review the language from the Vocabulary Practice lesson. Focus Exercises in each module give practice in specific grammatical structures. Speech Practice and Video Interactions offer speaking practice using state-of-the-art Speech Recognition technology. The Dictations and Grammar Fill-Ins in both modules focus on important language at the individual word level. These exercises should be saved until last.

## Purpose of this Guide

The Focus Tasks included in this Guide, along with the written exercises, will help focus your study. It is important to concentrate on one or two different points each study session. For example, a focus task may direct you to concentrate on a particular character, or on the use of a particular grammatical structure or topic.

The first time you enter a lesson you may decide to skim through it to see what topics and language it covers. Then it is important to begin intensive study, sentence by sentence. Master each point by going over it several times. You shouldn't try to cover everything in one study session. Concentrated, intensive study and repetitive practice is the best way to improve your English.

Please note that each time you go through a lesson you may find new questions and new sentences. If you try the Focus Tasks out of sequence, you may be listening for language that hasn't yet appeared in the program. This is because the program's shuffler feature gradually introduces new language into a lesson as your level increases.

As a follow-up to each interactive session, try repeating from memory some of the sentences you have focused on, and see if you can write them down. Where appropriate, practice using the language of the lesson to talk about yourself and your own life. For further follow-up, complete the practice exercises in this guide and check your answers against the Answer Key.

## Study Tips

We recommend that interactive study be in periods of 20-45 minutes. For best results, study each of the lessons several times, preferably on different days. Consult with the Student Records to keep track of how much time you have spent and of your level in each lesson. (See your *User's Guide* for information about Student Records.) You should study each lesson until your level reaches 2.5 or higher and you feel confident with the language. Then move on to the next lesson.

Learning a language is like learning to play a musical instrument. It is a skill that must be acquired over time, through constant practice and repetition. The more time you spend in each lesson, the more you will learn. As with learning to play an instrument, practice time must be focused to be well spent. It is helpful if each time you study you do so with a purpose or a goal for the practice session. This helps you to concentrate and facilitates long-term acquisition of the language.

## Getting Started

When you start the first lesson, follow this procedure to familiarize yourself with the program.

1. For each sentence, click on the *pause* button. It will change to the *play* button and will flash green.
2. With the *play* button flashing, click on the *repeat* button. This will repeat the sentence. The *play* button will continue to flash.
3. For bilingual versions, click on the *translation* button. The *play* button will continue to flash.
4. Click on the *ABC* button. This will give you the *text* of the sentence. Click on one of the highlighted words to see the *Glossary*. The *play* button will continue to flash.

	Voice Record		Repeat
	Voice Playback		Pause
	ABC Text		Play
	Translation		Rewind
	Exit		Fast Forward

5. Next, click on the **play** button so that it stops flashing. This will take you to the next sentence.

Please remember that when the PLAY button is flashing green, the program is stopped. To continue, you must click on the flashing green PLAY button, or, if a question is being asked, you may click on an answer.

6. Repeat the above series of steps for each new sentence. To go back, click on the **rewind** button, or exit the lesson.
7. When you come to a comprehension question, the program will time down and wait for you to click on an answer. If you want to hear the question again, click on the **repeat** button. To answer a question, click on a picture or word, and the program will say, "Yes, that's right," or "Please try again."
8. After you have listened to the first few sentences a few times, go back and repeat each sentence. To go back, keep clicking on the **rewind** button until you are at the first sentence.
9. To record your voice, click on the **record** button which will turn green. Then click on the **playback** button to hear your recording. To compare your recording with the native speaker, click on the **repeat** button, and then the **playback** button. Repeating each sentence is an excellent way to improve both your listening and your speaking. If a sentence is too long, try repeating just the first or last part of it. If this is still too difficult, go through the sentences again without repeating them until you feel more confident. Don't try to practice speaking until you are comfortable with the sounds and can hold them in your memory.
10. After about 20-30 minutes, stop. Don't try to do too much the first time. The first unit in each module will require several hours of practice.

To check your Shuffler level, access the Glossary, or see your **Study Records**, go to the **Options** menu. (See your *User's Guide* for a description of these features.)



## Before Using Speech Recognition

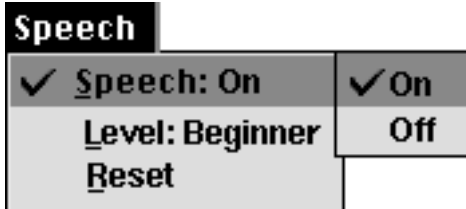
The most effective way to go through each module in this course is to master the presentation and question/answer sections first. Build your listening comprehension and then your detailed understanding of the vocabulary and sentence structures before attempting the Speech Recognition lessons.

Once you are confident with the language, you are ready to try the Speech Recognition lessons: Question Practice, Fill-Ins, Speech Practice, and Video Interactions. In addition to the instructions in this guide, Help screens are available in each lesson. Please also see the section *About Speech Recognition Technology* for further information.

## How to Use Speech Recognition



This is the Speech Meter. When the Recognizer is listening, the Speech Meter will appear. When the Recognizer is not listening, the Speech Meter will disappear.



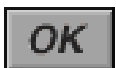
To turn the Speech Recognizer off or on, select **On** or **Off** from the Speech pull-down menu.



**Stop Speech Recognition Button:** When you are finished speaking you may click here to increase the speed of the Recognizer, or to restart if you have made a mistake.



**Speak Again Button:** To speak again, click here. The Speech Meter will appear.



**OK Button:** Sometimes the Recognizer wants to show you what it thinks you said. The text will be displayed, and the OK button will appear. Click OK if the text is what you intended to say. If not, then click on the *speak again* button.



**Playback Button:** When the Recognizer is on, your voice is also being recorded. If you want to hear what you said, click on the *playback* button.

When using the Speech Recognizer, please check the following:

1. Check the difficulty level in the pull-down Speech menu. If Intermediate or Expert is checked, the Recognizer will be stricter, so your speed and pronunciation will need to be a bit better. If Beginner is checked, the Recognizer is set to a very basic level that will make it easier for you.
2. If you are having difficulty with a sentence or word, please vary your speech, including word linkage and stress patterns. Don't keep on repeating yourself in exactly the same way. Speak clearly—not too slowly, and not too fast. Sometimes linking two words will also help (e.g. "She's going . . ." instead of "She is going . . ."). In other cases word separation will be better (e.g. "Here are" instead of "Here're").  
Stress is also very important. For example, "fifteen" can be pronounced as "fifTEEN" or as "FIFteen," which can be confused with "FIFty." Please remember that the Speech Recognizer listens for sound patterns. If two patterns are very similar, the Recognizer may not be able to tell the difference.
3. Other potential problems are:
  - speech has been turned off
  - faulty microphone or microphone connection
  - microphone too far away from speaker's mouth, or the speaker is speaking too loudly
  - speaking too soon, before the Speech Meter appears
  - speech record function isn't working properly, or the volume is too low (see *User's Guide*)

## How to Change the Difficulty

In the Speech menu, select Intermediate or Expert to increase the difficulty. This will require more accurate and clearer speech for recognition to be successful. To reduce the difficulty, select Beginner in the Speech menu.

## Life Experience

In this lesson you will learn to talk about your experience: what you have done and when you did it, your current situation, and your plans for the future. The lesson focuses on more complex verb tenses, such as **has been arrested**, **was arrested**, and how to express your wishes and hopes for the future.

### Focus 1

Click on *Making a New Life*. Focus on Richard and his family. What has Richard done during the past eight years? Make a list of the main events in his life. Practice saying each of these sentences.

Notice the use of **for** to talk about periods of time.

*He has taught science at a small college **for** the past five years.*

*Before that, **for** two years, he was a graduate student at Newton University.*



### Focus 2

Click on *A Path to Success*. Focus on John. Practice saying the sentences that describe his experience as a writer and his travel experience.

Notice the difference in meaning between the simple past **V(d)**, **he went to Japan**, and the present perfect **have + V(n)**, **John has traveled to many countries**.

*His first book was rejected.*

*His next book was much better.*

*He has written several books.*

*Four of his books have been best sellers.*



### Follow-up Practice

List two experiences that you have had by yourself, with your family, or with friends.

Example:

*Three years ago my family and I went skiing for the first time.*

*Last summer I started playing \_\_\_\_.*

### Focus 3

Click on *A Troubled Past*. Focus on Jack. What has happened to him during his life? Listen for sentences with the passive voice **be + V(n)**. Practice saying these sentences. Notice the difference between the active voice, **The police arrested him**, and the passive voice, **He was arrested**, to express the same information.



*When he was eighteen, he stole a car.*

*The police caught him and arrested him.*

*That was the first time he was arrested.*

*Since then he has been arrested twice.*

### Focus 4

Study all three characters. Look for phrases that say when something happened: **at the same time**, **after about two years**, **a year later**, **since then**, etc. Practice saying these sentences.

*After only three months in London, she became a successful model.*

*During that time, their relationship got better.*

### Follow-up Practice

Summarize your experience from the past ten years. Use the simple past tense **V(d)** to express your past actions, and use the present perfect **have+V(n)** to express your overall experience.

Example:

*In 1990 I went to \_\_\_\_\_. Two years later, I \_\_\_\_\_.*

*Since 1990 I have lived in three different cities.*

### Focus 5

Review the whole lesson. Listen to and practice saying sentences about the future using **hope**, **wish**, and **would like to**.

*He hopes to return to Hong Kong someday.*

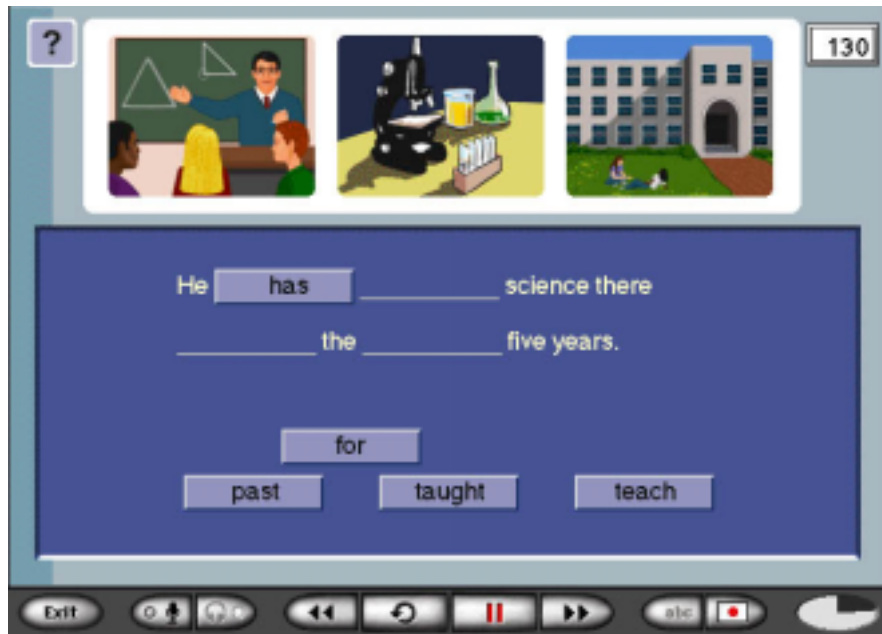
*He wishes he could start his life over.*

*He would like to have a family.*

## Focus Exercises

In this lesson you can practice forming sentences.

1. Click and drag the words to form a sentence.
2. In some cases there are more words than you will need, so you should select which words you need and then arrange them in the correct order within the sentence.



The screenshot shows a software interface for a sentence-building exercise. At the top, there is a row of three images: a teacher pointing at a chalkboard with a triangle, a laboratory setup with a microscope and beakers, and a large school building. To the left of the images is a question mark icon, and to the right is a score box displaying '130'. Below the images is a large blue rectangular area containing a sentence with gaps: 'He has \_\_\_\_\_ science there' and '\_\_\_\_\_ the \_\_\_\_\_ five years.' Below this sentence are five word boxes: 'for', 'past', 'taught', and 'teach'. At the bottom of the interface is a control bar with buttons for 'Exit', a volume icon, a speaker icon, a left arrow, a circular arrow (refresh), a red double bar (stop), a right arrow, a 'etc' button, a flag icon (Japan), and a pie chart icon.

## Practice Exercises

### Exercise A

Fill in the blanks with the correct form of the indicated verb.

John (be) is a well-known writer. He (write) \_\_\_\_\_ several books. Four of his books (be) \_\_\_\_\_ best-sellers. Now John (write) \_\_\_\_\_ a book about the life of Mikhail Gorbachev. John (like) \_\_\_\_\_ to travel. He (travel) \_\_\_\_\_ to many parts of the world. When he was eighteen years old, he (go) \_\_\_\_\_ to the U.S. and Canada. A year later he (go) \_\_\_\_\_ to Japan and Korea. Since then, he (go) \_\_\_\_\_ to a different country every year.

### Exercise B

Circle the correct word.

Example:      *John worked for a large company ( for , since ) six years.*

1. When John was nineteen he went to Japan and Korea. ( After, Since ) then, he has been to a different country every year.
2. Richard has taught science ( for, since ) the past five years.
3. Richard and his girlfriend came to England eight years ago. ( After, Since ) about two years they got married.
4. They have lived in England ( for , since ) almost eight years.

### Exercise C

Write a new sentence with the same meaning using the passive.

Example:            *They kicked Jack out of school.*  
                             *Jack was kicked out of school.*

1. The police have arrested Jack three times.

---

2. They caught Jack and put him in jail.

---

3. The publishers rejected John's first book.

---

4. The government gave Richard a grant to study in the U.K.

---

### Exercise D

Fill in the blanks with the correct form of **hope**, **wish**, or **would like to**.

Example:        *Richard hopes to return to Hong Kong someday.*

1. John \_\_\_\_\_ have a family.

2. Jack \_\_\_\_\_ he could start his life over.

3. John \_\_\_\_\_ to get married within the next two or three years.

4. Richard \_\_\_\_\_ contribute to the future of Hong Kong.



# Matrix Vocabulary

## Vocabulary Practice

Vocabulary Practice is an enjoyable way to learn new vocabulary and develop your listening comprehension. Five subject areas are covered.



To start, click on one of the five icons on the left side of the screen to select the subject you want to study.

Then click on each of the pictures in the center of the screen to hear the sentences for each. Next, click on Quiz and you will hear a question. When you hear the question, please click on the correct answer.

When you want to change subjects, click on one of the icons on the left side of the screen.

## Matrix Game

The Matrix Game lets you test what you have learned in Vocabulary Practice. Listen to the questions and click on the correct answers. You will have 3 to 5 minutes to answer as many questions as you can. When you are finished, check your score and play again. Try to improve your score.

## Comparisons

In this lesson you will learn how to compare people, places, and objects. You will practice asking and answering questions related to similarities and differences in: age, cost, height, weight, distance, temperature, population, and area.

### Focus 1

Click on *Price and Quality*. Listen to the information about the age, price, and sound quality of the three violins. Practice saying the sentences that say which violin is the oldest, the newest, the most expensive, and the least expensive. Notice the use of **the most** and **-est**. Also note the use of relative clauses to refer to each violin: **the one which was made in 1920, the one made in 1880**. Practice saying these sentences.




*The one on the left is the newest. It was made in 1990.*

*This violin is the most expensive. It costs \$50,000.*

## Focus 2

Click on *Three Sisters*. Focus on the three sisters: Barbara, Susan, and Mary. Practice saying the sentences that give their ages, their heights, and their weights and that compare the sisters. Notice the use of **-er than** in making comparisons. Click on the words **feet** or **inches** to see a conversion table between feet and meters. Notice the use of **both** and **the same** to show similarity.



The screenshot shows a software window titled 'Three Sisters' with a table of data for three girls: Barbara, Susan, and Mary. Each row includes a small portrait of the girl, her name, her height, weight, and age, and a silhouette of a girl. The data is as follows:

Sister	HT	WT	AGE
Barbara	5' 2"	95 LB	12
Susan	4' 4"	55 LB	7
Mary	4' 4"	65 LB	7

*Barbara is twelve years old.*

*She is five feet, two inches tall.*

*Susan is a little older than Mary.*

*Mary is ten pounds heavier than Susan.*

*They are both seven years old.*

*They are the same height but they don't weigh the same.*

## Follow-up Practice

Compare three friends or classmates.

### Focus 3

Click on *Country Data*. Focus on the three countries: Australia, England, and the U.S. Listen to the sentences comparing the area and population of these countries. Practice saying the sentences that contain large numbers.

*The U.S. is about 500,000 square miles larger than Australia.*

*Australia is larger than England, but smaller than the U.S.*

*England is much smaller than Australia, but its population is much bigger.*



### Focus 4

Click on *Four Cities*. Focus on the three cities that Max may visit. Listen carefully to the questions about each city and practice saying them. Pay special attention to the questions that ask How much warmer...? or How much farther...?

*Which city is the farthest from San Francisco?*

*How much warmer is it in Sydney than in London in January?*

*It's 17 degrees warmer in Sydney.*



### Focus 5

Review all four lessons. Focus on the questions. Practice saying the questions. Use the Record button to record your voice. Then compare your recording to the native speaker model.

*Which violin costs the most?*

*When was the newest one made?*

*Who weighs the least?*

*Whose hair is longer, Susan's or Mary's?*

*Which country is larger than England but smaller than the U.S.?*

### Follow-up Practice

Practice comparing three people or places that you know. Use as many expressions from this lesson as you can.

## Focus Exercises

In this lesson you can practice forming sentences.

1. Click and drag the words to form a sentence.
2. In some cases there are more words than you will need, so you should select which words you need and then arrange them in the correct order within the sentence.



## Practice Exercises

### Exercise A

Complete the sentences using the comparative or superlative.

*Example: Barbara is 12. Susan is 7. Barbara is older than Susan.*

*Barbara is taller than Susan and Mary. She is the tallest.*

1. The violin made in 1880 is older than the other two violins.  
It is \_\_\_\_\_.
2. Susan and Mary are four feet, four inches tall. Barbara is five feet, two inches.  
They are \_\_\_\_\_ Barbara.
3. Barbara weighs 95 pounds. Mary weighs 65 pounds.  
She is \_\_\_\_\_ Mary.
4. Barbara is heavier than Susan or Mary.  
She is \_\_\_\_\_ of the three.
5. Australia has a smaller population than either the U.S. or England.  
It has \_\_\_\_\_ of the three countries.
6. The United States has a larger population than Australia or England.  
It has \_\_\_\_\_.

## Exercise B

Complete the sentences using the following information:

Distance from San Francisco			
San Francisco to New York:		2,600 miles	
San Francisco to London:		5,400 miles	
San Francisco to Sydney:		7,400 miles	
Average temperature in January			
San Francisco:	10° C	London:	4° C
New York:	0° C	Sydney:	21° C

*Example: Sydney is 4,800 miles farther from San Francisco than New York.*

*In January, New York is four degrees colder than London.*

1. Sydney is \_\_\_\_\_ from San Francisco than London.

2. In January, Sydney is \_\_\_\_\_ New York.

3. Mary is seven years old. Barbara is twelve.

Mary is \_\_\_\_\_ Barbara.

4. Barbara is five feet, two inches tall. Susan is four foot four.

Barbara is \_\_\_\_\_ Susan.

5. Violin B costs \$5,000. Violin A costs \$2,000.

Violin B \_\_\_\_\_ violin A.

6. Violin C was made in 1880. Violin A was made in 1990.

Violin C is \_\_\_\_\_ violin A.

## Review Exercises

### Dictations

Dictations focus on important language at the word and phrase level. First you will hear four key sentences. Then the screen will change and you will see a group of 15 words displayed at the top of the screen. You will also see the dictation sentences with a number of blank spaces where words are missing.



To do a dictation, follow these steps:

1. Click on sentence number 1. Use the **repeat** button if necessary. This will also pause the program so that you have plenty of time.
2. Look at the words at the top of the screen. Your task is to find the words that go in each blank. Click on the word that goes in the first blank. The word will now be outlined in red. Next, click on the space in the sentence where you want the word to go. When you do this, the word will appear in the blank space. If you make a mistake, you may change your choice by putting a different word in the same place.
3. Continue placing words in the blanks until you have finished the first sentence.



4. Click on sentence number 2 and follow the same procedure as you did for sentence 1. Repeat the procedure for sentences 3 and 4.
5. When you have completed all four sentences, click on **SCORE**. Watch the screen to see how your answers compare to each of the dictation sentences. Then watch for your score.
6. If your score is less than 65%, you will be asked to redo the dictation. Click on **YES** to start the dictation again.
7. If your score is greater than 65%, you will hear each sentence again and your errors will be indicated by colored text. You now have the chance to correct your errors.
8. For example, to correct an error in sentence 1, click on sentence number 1 and listen to the sentence. Then find the correct answer, click on it, and then click on the word in the sentence which you want to replace. If your choice is correct, the word will turn white.
9. When you have finished correcting your errors in the dictation, click on **END**. You will then have a chance to repeat the same dictation or move on to a different dictation. You may also decide to exit the lesson and return to the main menu.

## Fill-Ins

1. Read each sentence carefully. Decide which of the choices should go in the blank. Use the pictures to help you understand which choice makes sense.
2. Click on the word you think is the correct answer, or input your answer by speaking the entire sentence—not just the word. The Speech Recognizer is set to listen for complete sentences.



3. If you use speech input, the program will display what it heard you say. If it has heard you correctly, click on **OK**. If it has not heard you correctly, click on the **speak again** button, wait for the Speech Meter to appear, and repeat the sentence. For more information as to how to control the Speech Recognizer, please see the Help menu for Speech.
4. You may listen to your speech by clicking on the **playback** button. This is useful for comparing your speech with the native speaker's.

## Speech Practice Group 1: Sentence Reading

1. Say one sentence at a time. You may choose to begin with any sentence.
2. If a sentence is recognized, it will be highlighted and spoken.
3. If a sentence is not recognized, you may try again. You can hear the model for the sentence by clicking on the *speaker* button next to the sentence.
4. You can practice the sentences as many times as you want. To go on to the next set, click on the right *arrow* button at the lower right-hand corner.



## Speech Practice Group 2: Answering Questions

1. Listen carefully to the question, and read the answer choices.
2. Decide which sentence best answers the question. If you need time to think, please use the *pause* button. When you are ready to speak, click on the *play* button.
3. When the Speech Meter appears, speak your answer. You can also answer the question by clicking on the check box or the sentence.
4. If your answer is recognized, a check mark will appear in the box next to it, whether your answer is correct or not.
5. If you answer correctly and are recognized, the sentence will be highlighted.



### **Speech Practice Group 3: Speech Quiz**

1. In Speech Quiz, you will get 15 questions. The questions will be chosen randomly from the first two groups.
2. Your score will appear in the upper right-hand corner of the screen. Note that if a question is from Sentence Reading, you can speak the same sentence as many times as you want, but you get points only the first time it is recognized.
3. The way you answer the question in Speech Quiz is the same as in the other groups of Speech Practice.

## Video Interactions

In this lesson, you will see and hear native speakers using the English you have studied in a variety of conversational settings. You will also have an opportunity to participate in conversations with native speakers. This lesson presents phrases that are useful in conversation, especially telephone conversations.



For each video segment (except *Hot Seats*), follow the instructions listed below:

1. Click on Presentation or the Presentation title to hear the entire video without stopping. Focus on the general meaning, and the body language of each speaker.
2. Listen to the Presentation again, sentence by sentence. Stop and repeat each sentence. Use the ABC button to see the text. Click on the highlighted text to get additional information from the glossary, and, if necessary, use a dictionary to look up words you do not know.
3. Listen to the Presentation again. Practice repeating each sentence, phrase by phrase.

4. Click on Interactive (if available). At several points within the video, you will have an opportunity to participate in the conversation. You will be asked what happens next in the dialogue, and a list of possible answers will appear in the black text box on the right side of the screen. In some instances, more than one of the choices will be an appropriate way to continue the conversation and will be accepted as a correct answer. Decide which sentence you wish to say, and say it clearly when the Speech Meter appears on the screen. If you need instructions regarding Speech Recognition, go to the pull-down menu. You may also select a sentence by clicking on it (rather than saying it.)
5. In the *Hot Seats* segment (if available), you will have an opportunity to interview the people in the video. The possible questions are listed on the right-hand side of the screen in the black text box. Choose the question you would like to ask, and say the question as clearly as possible when the Speech Meter appears. You may also ask a question by clicking on it (rather than saying it).

## Appendix A: About Speech Recognition Technology

### To the Teacher

The Speech Recognition technology used in *New Dynamic English* is state of the art. As a company dedicated to quality education, DynEd wants to ensure that teachers are aware of both the strengths and limitations of the technology at this time. The following points are important to keep in mind when guiding your students.

1. The Speech Recognition activities are extremely useful for speaking practice and for fluency development. However, the level of recognition is not sufficient for detailed pronunciation tutoring. Though the course may help to improve overall pronunciation, it is not a pronunciation course.
2. It may take some time for students to get used to the proper use of the microphone and to speaking within the time limits allowed. With practice there is no problem.
3. The microphone should be placed at an appropriate distance from the student's mouth. Too close or too far will reduce the performance.
4. Sometimes the Speech Recognizer will go out of adjustment and will need to be reset. To reset, go to the Speech pull-down menu and click on Reset or exit the lesson and start again.
5. The Recognizer works best when it is working with a single student in a lesson. If several students take turns with the microphone, the Recognizer may not function well, since the voice levels for each student vary. If students wish to switch, they should go to the Speech pull-down menu and click on Reset or they should exit from the lesson and start again.



## Teaching Suggestions

If a student is having difficulty with speech, the following suggestions may be helpful.

1. Vary the speed of the sentence.
2. Try speaking in groups of words (e.g. “he’s going” instead of “he is going”). If that doesn’t work, try separating the words (e.g. “Where are you from?” instead of “Where’re you from?”).
3. Try varying the stress of troublesome words. For example, “fifteen” can be pronounced with two stress patterns: “fifTEEN” and “FIFteen.” The second pronunciation can be confused with the word “FIFty.”
4. Help students find patterns of words that cause them difficulty. For example, “her” and “are” both end with an **r** sound. Then students should listen to that **r** sound when spoken by the native speaker.
5. Please note that if the Expert level is checked in the Speech pull-down menu, the student may have more difficulty. At this level, the Recognizer will be stricter. Typically, students score 10-15% less when the Expert level is checked.
6. A clear-speaking native speaker will generally be recognized at an 85-95% rate when speaking at a moderate speed using the Expert level.  
  
For beginning students with poor pronunciation, the recognition rate may be 60-80% at first. With practice they will improve fairly rapidly at the Beginner level. When they feel confident, they should try the Intermediate level which will give them more detailed feedback.
7. With all Speech Recognition activities, students should listen to their own voices. This is recorded automatically. Click on the Playback button to hear the student’s recorded voice. Then click on the Repeat button to hear the native speaker. Students may need to experiment with this at first until they learn how to do it.

## **To the Student**

The Speech Recognition feature of this courseware is a fun and useful way to practice speaking. It will help you improve your speech articulation and fluency, while at the same time reinforcing important language structures and vocabulary. One way to prepare for Speech Recognition activities is to first use the Speech Record feature of the courseware in each of the presentation lessons. This allows you to record your voice, listen to the playback, and then compare it to the native speaker.

If you are not confident with the language, the Speech Recognition activities may be difficult and frustrating, since they require a degree of speed and clearness for recognition to be successful. It is therefore important to master other lessons first.

## Appendix B: Verb Markers

The verb markers referred to in this course are the following:

1. **V (d)** lived, ate, came, was, had, went
2. **modal** will live, may eat, can go
3. **have+V(n)** has lived, has eaten, has been
4. **be+V(ing)** is living, is eating, is going
5. **be+V(n)** is eaten, is sold, is converted

Each marker has a specific meaning when used with a verb. For example, **V(d)** indicates past or unreal action, **be+V(ing)** indicates ongoing process in time, and **be+V(n)** indicates the passive voice. The following chart gives examples of the notations: **V**, **V(d)**, **V(ing)** and **V(n)**.

V	V(d)	V(ing)	V(n)
be	was/were	being	been
work	worked	working	worked
speak	spoke	speaking	spoken
eat	ate	eating	eaten

Verb markers can be used individually, or they can be used together to make new verb forms. For example, if we apply marker 1: **V(d)** to the verb **eat**, we get: He **ate** dinner. If we apply marker 4: **be+V(ing)**, we get: He **is eating** dinner. If we combine marker 1 and marker 4, we get: He **was eating** dinner. If no marker at all is used, we have the simple present tense: He **eats** dinner at 6:00.

When markers are used together, the marker with the lower number comes before the marker with the higher number. For example, if marker 3: **have+V(n)** and marker 5: **be+V(n)** are used together with the verb **sell**, marker 3: **have+V(n)** comes before marker 5: **be+V(n)**.

3+5	<i>has been sold</i>	(correct)
5+3	<i>be had sold</i>	(incorrect)

It is also incorrect to use a marker more than once. For example:

1+2+3	<i>would have made</i>	(correct)
1+2+1+3	<i>would had made</i>	(incorrect)

Many of the most important verb structures in English can be understood with these markers. Some examples using combinations of verb markers

1+2	<i>V(d) modal</i>	<i>could go, might come, would sell</i>
1+3	<i>V(d) have + V(n)</i>	<i>had gone, had come, had sold</i>
1+4	<i>V(d) be + V(ing)</i>	<i>was going, was coming, were selling</i>
1+5	<i>V(d) be + V(n)</i>	<i>was made, was eaten, were sold</i>
3+4	<i>have + V(n) be + V(ing)</i>	<i>have been living, has been selling</i>
3+5	<i>have + V(n) be + V(n)</i>	<i>have been eaten, have been sold</i>

## Appendix C: Answer Key for Practice Exercises

### LIFE EXPERIENCE

#### Life Experience Exercise A

John is a well-known writer. He has written several books. Four of his books have been best-sellers. Now John is writing a book about the life of Mikhail Gorbachev. John likes to travel. He has traveled to many parts of the world. When he was eighteen years old, he went to the U.S. and Canada. A year later, he went to Japan and Korea. Since then, he has gone to a different country every year.

#### Life Experience Exercise B

1. since
2. for
3. after
4. for

#### Life Experience Exercise C

1. Jack has been arrested three times.
2. Jack was caught and put in jail.
3. John's first book was rejected.
4. Richard was given a grant to study

### COMPARISONS

#### Comparisons Practice Exercise A

1. the oldest
2. shorter than
3. heavier than
4. the heaviest
5. the smallest population
6. the largest population

#### Comparisons Practice Exercise B

1. 2,000 miles farther
2. 21°C warmer than
3. five years younger than
4. ten inches taller than
5. costs \$3,000 more than
6. 110 years older than

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