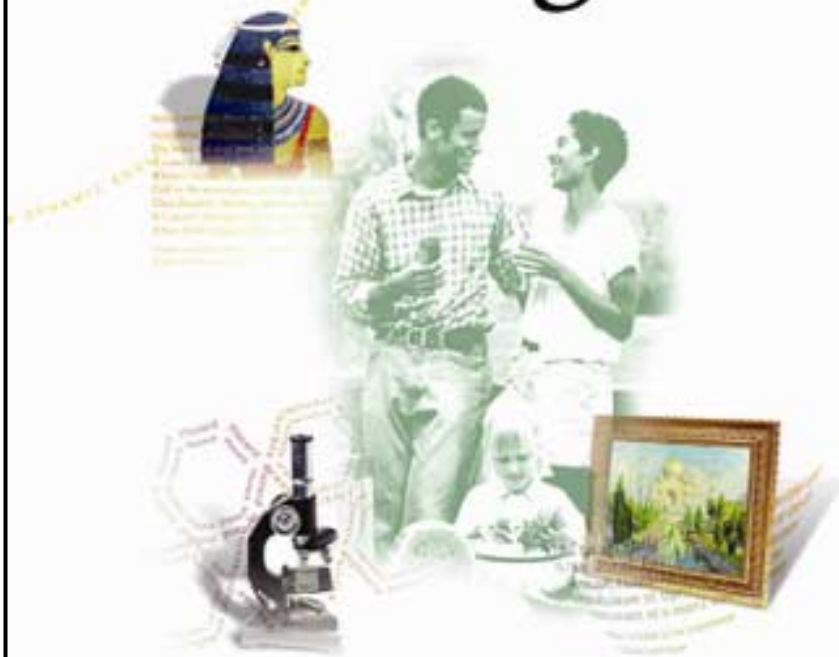


New Dynamic English



Study Guide

Module 7

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

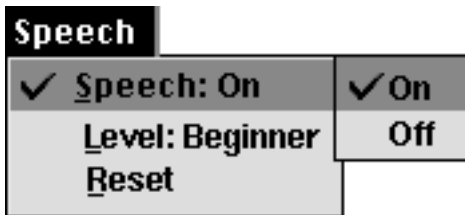
The most effective way to go through each module in this course is to master the presentation and question/answer sections first. Build your listening comprehension and then your detailed understanding of the vocabulary and sentence structures before attempting the Speech Recognition lessons.

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 Choices

In this lesson, you will hear four different stories about people who have made— or need to make— important life choices. You will learn how to use conditional constructions to talk about past and future situations. You will also learn how to express different types of cause-effect relationships using connecting words and phrases such as **as a result**, **even though**, **because of** and **unless**.

Focus 1

Focus on Harry and Joan. Listen for the connecting phrases that express causal relationships between two events or situations.



*Harry can't walk **because** he was injured in an accident.*

*Harry was able to work as a translator **because** he was fluent in five languages.*

*The agency she was working for was bought by another company. **As a result**, her job was eliminated.*

*She wasn't sure whether she should take the job or not **because of** the low pay.*

Focus 2

Focus on Harry and Joan. Listen to the sentences that describe what could have happened in the past (but didn't). For example, *Harry could have felt sorry for himself.*



Note the use of the following two conditional structures:

1. **If** + subject + **had** + (not) + **V(n)** -> **could/would/might** + **have** + **V(n)**
2. **Had** + subject + (not) + **V(n)** -> **could/would/might** + **have** + **V(n)**

If he had not been injured, he would not have had to use a wheelchair.

***Had he not studied** hard and learned five languages, Harry **wouldn't have been** able to become a translator.*

Follow-up Practice

Describe a recent past situation that could have had a different outcome.

Example:

If I had gotten up at 7:00, I would have arrived on time.

Had I gotten up at 7:00, I would have arrived on time.

Focus 3

Focus on Joe. Listen carefully to the sentences that describe what might happen in the future if Joe decides to invest all of his money in the stock market. The use of the present tense rather than the past or subjunctive indicates a greater likelihood that the conditional situation will occur.

Future [likely]:

If + subject + V(pres) -> **If** his investments **fail**...

If his investments *fail*, he *could lose* everything.

Hypothetical [less likely]:

If + subject + V(d) -> **If** his investments *failed*...

If his investments *failed/were to fail*, he *could lose* everything.

If he's lucky, he will make enough to retire.

On the other hand, if his investments were to fail, he could lose everything.

If he makes enough money, he may take a cruise around the world.

If he's lucky, he will make enough to retire.

On the other hand, if his investments were to fail, he could lose everything.

If he makes enough money, he may take a cruise around the world.



Focus 4

Focus on Sandra. Listen carefully as Sandra considers the future consequences of selling and not selling her company. The use of **will** rather than **might/could** indicates a greater likelihood that the event will happen if the condition is met. Sentences with **unless** indicate that the situation will occur only if certain conditions are met. **Unless** is roughly equivalent to **if . . . not** in most cases.



*If Sandra **refuses** their offer, the other company **will** compete against her.*

*If they **compete** against her, she'll have to work harder.*

*If she **sells** the company, the new owners **will** control it.*

In fact, unless she agrees to stay on for a year, they won't buy her business.

*In fact, **if** she **doesn't** agree to stay on for a year, they won't buy her business.*

*Sandra won't receive a higher salary **unless** she agrees to sell the company.*

*Sandra won't receive a higher salary **if** she **doesn't** agree to sell the company.*

Follow-up Practice

Use a conditional to speculate on what you will do this weekend.

Example:

If I finish my homework, I'll go to the movies on Saturday night.

If Mary can come with me, I will go to the concert in the park on Sunday.

I won't go to the beach unless the weather is warm.

Interactive Exercise: Question Practice

To make a question by using the mouse, click on the correct sequence of words. If you need time to think, please use the *pause* button. If the sequence of words is not correct, you may try again. After several tries, the correct answer will be displayed.



For speaking practice, you may make the question by saying the correct sequence of words. When the Speech Meter appears, please speak clearly the complete question.

Notice the different ways to ask questions about causes and reasons.

Because of his injury, what could Harry have done?

What is one reason he could become a translator?

Why did Joan lose her job?

Notice how the conditional can be used to ask questions about imaginary situations.

If you were Joan's friend, what advice would you have given her?

Interactive Exercise: Focus on Conditionals

Listen to the sentence describing how two events are causally connected. Think about what might have happened if the first event hadn't occurred. Then, complete the conditional that expresses this speculation by clicking and dragging the phrases into the correct positions in the sentence. Notice that in some cases you will not use all of the phrases provided.



The interface shows a question mark icon in the top left. Below it are two images: a man and a car on a road. The main text area contains the following:

FACT: He can't walk because he was injured in an accident.

If he _____,
he _____.

Below the sentence are six draggable buttons: "been", "could", "hadn't", "injured", and "walk".

At the bottom is a control bar with buttons for "Exit", a volume icon, a play/pause icon, a back icon, a forward icon, a stop icon, and an "abc" button.

Example:

Fact: Joe lost customers because a cafe opened up across the street.

Conditional: If a cafe hadn't opened up across the street, Joe wouldn't have lost customers.

Practice Exercises

Exercise A

Match the description with the picture of the appropriate person. Write the correct name on the line.

- a. She used to work at a travel agency.

If she had taken the higher paying _____
job, she wouldn't be as happy now.



Harry

- b. She owns a small printing company.

If she sells her company, she will be _____
forced to make changes. She might
have to lay off some employees.



Joan

- c. He and a group of friends are thinking
of starting their own translation company. _____

Though he wishes he could walk, he is
looking forward to the future.



Joe

- d. He had to close his cafe. If he invests
in the stock market, he might make _____
enough money to retire.



Sandra

Exercise B

Complete the sentence with the appropriate word or phrase. Hint: Although both choices may be grammatical, only one is consistent with the stories you have heard in the Life Choices lesson.

1. Sandra would never know what she could have done on her own (*if, unless*) _____ she sold her business to the larger company.
2. Joan accepted the job at Ace Health (*because, even though*) _____ the pay was low.
3. Another coffee shop opened up across the street. (As a result, Because) _____, Joe lost some of his customers.
4. (While, Even though) _____ Joan was working at the travel agency, her agency was bought by another company.
5. Sandra won't receive 10% of the larger company (if, unless) _____ she agrees to sell her business.
6. Harry was able to get a job as a translator (because, unless) _____ he was fluent in five languages.

Exercise C

Match the sentence from the top of the page with the best sentence ending from the bottom of the page. Write the number of the sentence next to its sentence ending.

1. Had Harry spent his life feeling sorry for himself . . .
2. Joan wouldn't have been depressed . . .
3. Sandra will have to work harder . . .
4. If a coffee shop hadn't opened up across the street . . .
5. Joan took the job at Ace Health . . .
6. If Joe's investments fail . . .

(Sentence Endings)

- _____ . . . Joe might not have had to close his cafe.
- _____ . . . he wouldn't have been a successful translator.
- _____ . . . because she wanted a challenge.
- _____ . . . if they compete against her.
- _____ . . . he could lose everything.
- _____ . . . if she hadn't lost her job.

Exercise D

Rewrite the conditional without using if. See the example below.

Original: *If the car hadn't been going so fast, it wouldn't have gone out of control.*

Rewrite: *Had the car not been going so fast, it wouldn't have gone out of control.*

1. If Joan hadn't joined the company, it wouldn't have doubled in size.

2. If the other coffee shop hadn't opened up across the street, Joe might not have had to close his business.

3. If Harry had not studied foreign languages, he would not have been able to become a translator.

4. Joan's job would not have been eliminated if another company hadn't bought her agency.

5. Joan thinks things would not have turned out so well if she hadn't taken a chance.

Exercise E

*Rewrite the conditional using **if**.*

1. Had Joan not liked the idea of working for a small company, she would not have taken the job at Ace Health.

2. Had the factory not had high levels of pollution, it would not have had to reduce its operations.

3. Had Joe's prices been lower, he might not have lost so much business.

4. Had Harry not been injured, he wouldn't have to use a wheelchair.

5. Had Joan not worked so hard, she might not have become a vice-president of the company.

Epidemic

In this lesson, you will hear about worldwide health problems, such as epidemics, and also about the role that modern technology has played in trying to contain these problems. You will have an opportunity to practice directed listening. You will also learn about different ways to express cause-effect relationships.

Focus 1

Click on *Our Changing Lives*. Look at the partial sentence at the top of the screen: "***This is about . . .***" Think about how this sentence might be completed. Then, listen to the presentation and do the exercise in which you must choose how to best complete the sentence.

Do the same for the remainder of the section and for all of the other sections in the lesson.



Focus 2

Focus on *Our Changing Lives* and *Fighting Infections*. Notice the different phrases that are used to provide supporting examples.

*Many diseases, **such as** pneumonia and small pox, are now under control.*

*Other **kinds of** infection come from bacteria. Tuberculosis is a bacterial virus that has killed millions.*

*The threat of a global epidemic is **another example** of how modernization is bringing us together.*



E. COLI

Focus 3

In the sections in *Our Changing Lives* and *Fighting Infections*, focus on how new technologies and medical science have changed our lives. Note that the use of the present perfect rather than the past, **have made** vs. **made**, emphasizes that the effects of new technologies continue to have an impact on our lives today.

*Better communication and transportation, for example, **have given** us a global economy.*

As a result, in every house there are products from around the world.

*Modern drugs **have made** it easier to treat a cold or get over the flu.*



Note also the use of the conditional to express cause/effect relationships that exist today as a result of recent technological developments.

If your heart wears out, you can get a new one.

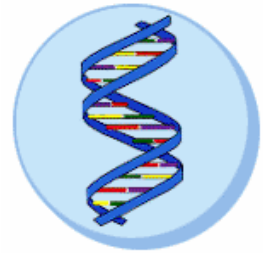
If your kidney fails, you can still live, and maybe even receive a transplant.

Focus 4

Focus on how adaptability has both positive and negative effects on human survival in *The Adaptability of Life* and *Preparing for the Future*. Note the use of **make** and **cause** to express causation. Phrases such as **therefore** and **as a result** express cause/effect relationships between sentences.

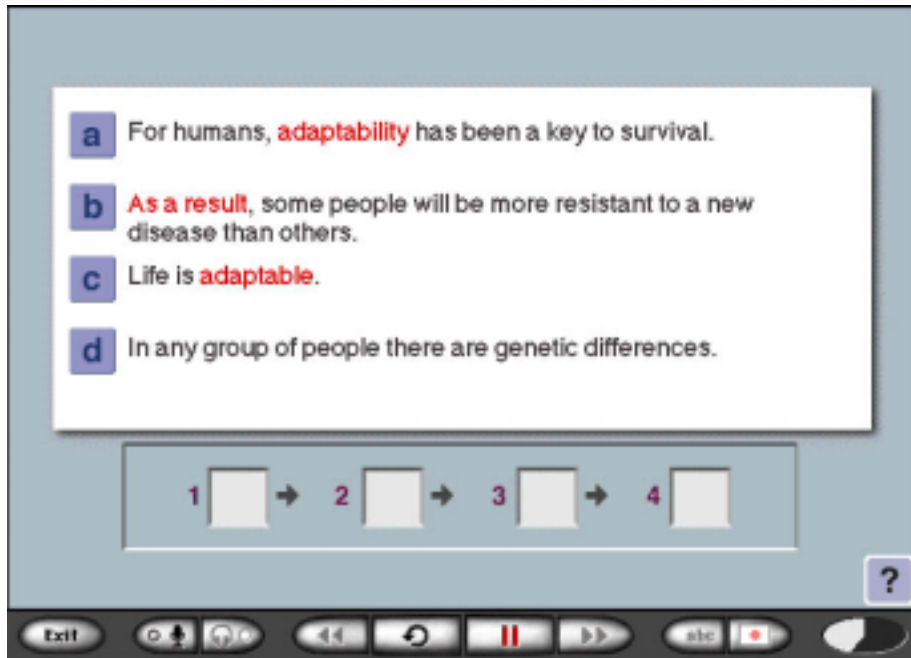
*The adaptability of life also has a bad side. It **makes** it far more difficult to control disease.*

*Diseases don't stop at the borders between nations. **Therefore**, we need to think and act on a global scale.*



Interactive Exercise: Sentence Reordering

To prepare for the sentence reordering exercise, listen to the lesson again, focusing on the cues that indicate that one sentence must precede another. Some of the most significant cues are listed below. Then, do the reordering exercise. You will be asked to arrange the sentences in the correct order by dragging the letters into the numbered boxes. The words and phrases highlighted in red will help you do the reordering task.



1. Examples follow the statements they support.
*Some kinds of infection come from viruses. HIV, **for example**, is a virus.*
2. Connecting phrases such as **therefore** and **as a result** follow sentences giving causes or reasons.
*Diseases don't stop at the borders between nations. **Therefore**, we need to think and act on a global scale.*
3. Pronouns (**he, she, they, etc.**) and demonstrative adjectives (**this, these, etc.**) must follow the nouns to which they refer.
***Bacteria and viruses** are both life forms. Like human beings, **they** can adapt too.*

Practice Exercises

Exercise A

Fill in the blank with the expression that best fits the context provided.

1. Sometimes drugs can be used to fight an infection. (*For example, As a result*) _____, antibiotics are used to fight common infections such as pneumonia.
2. (*Because of, Therefore*) _____ the concern that a worldwide epidemic could break out, medical scientists and public health officials are developing plans to be prepared for such an event.
3. Like human beings, bacteria and viruses also have the ability to adapt. (*Therefore, For example*) _____, it is very difficult to control diseases.
4. Diseases don't stop at the borders between nations. (*Because, Therefore*) _____, we need to think and act on a global scale.
5. Some kinds of infection come from viruses. HIV, (*as a result, for example*) _____, is a virus.
6. (*Unless, If*) _____ we work together, we can build a better future.

Exercise B

Fill in the blank with the form of the verb that best fits the context (present or present perfect).

Medical science (*make*) _____ great progress. If your heart (*wear*)
_____, you can get a new one. Modern drugs (*make*)
_____ it easier to treat a cold or get over the flu. Many diseases (*be*)
_____ now under control or wiped out entirely.

Exercise C

The words on the right are examples of the terms on the left. Match the term with its corresponding example.

- | | |
|----------------------|--------------------|
| 1. Virus | _____ polio |
| 2. Viral disease | _____ E. coli |
| 3. Bacteria | _____ antibiotics |
| 4. Bacterial disease | _____ tuberculosis |
| 5. Treatment (drug) | _____ HIV |

Space and Time Sequences

In this lesson, you will learn how to express spatial and temporal relationships. You will also have an opportunity to practice logical thinking.

Focus 1

Focus on spatial relationships in the Presentation section. In this section, you will hear a sentence and then see the spatial situation that it describes. When you first hear the sentence, pause the program and try to imagine the spatial picture you will see. Think of one or two simple sentences that describe the situation you imagine. Then, continue the program to view the scene matching the sentence.

Example:

Neither of the children is in the center.

- > *There are two children on the blocks.*
- > *The center block does not have a child on it.*
(The center block is empty or it has an adult on it.)

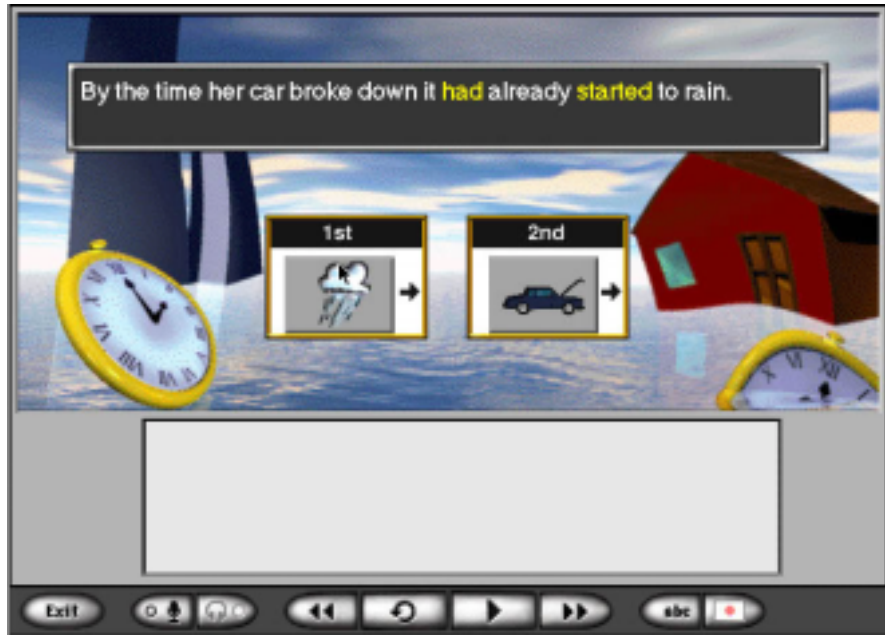


True/False

Does the sentence you hear in the program fit the spatial scene you see? Choose TRUE if it does and FALSE if it does not. If the answer is FALSE, you will be shown a spatial situation that does fit the sentence after giving your answer.

Focus 2

Focus on temporal sequences in the Presentation section. In this section you will hear a sentence and then see the ordered sequence of events that go with the sentence. Some of the sentences refer to people working in an office while others refer to a car breaking down in the rain. The sentences about the people in the office describe the order in which the workers arrived or left.



Example:

Nicole was still working when Sharon left.

- > 1. Sharon left.
- 2. Nicole left.

The sentences about the car breakdown describe the order of several related events: the car breaking down, the rain starting, telephoning the repairman, getting gas and the arrival of the tow truck. The order of the events will change from sentence to sentence.

By the time her car broke down, it had already started to rain.

- > 1. It started to rain.
- 2. Her car broke down.

True/False

Look at the arrangement of events shown on the screen. Listen to the sentence. Does the arrangement of events on the screen match the order of events determined by the sentence? The answer is TRUE if it does and FALSE if it does not. If the answer is FALSE, you will be shown a different picture sequence that does fit the sentence.

Interactive Exercise: Speaking Practice

This section gives you an opportunity to practice speaking. Look at the picture and decide which of the sentences listed matches the picture. Speak your answer clearly when the Speech Meter appears. If you do not choose the correct answer, you will be asked to try again. You may also select an answer by clicking on it. To find out more information about using the Speech Recognizer, you may use the pull-down help menu or refer to *How to Use Speech Recognition and About Speech Recognition Technology* in this Study Guide.

Interactive Exercise: Space Game

Click and drag one of the people at the bottom to the correct location on the blocks. You should only make one move for each instruction, and you should pass if necessary. For example, when you hear ***“When Kathy is in the middle, move her to the far right,”*** you should PASS if Kathy is not in the middle. When you hear ***“Don’t put Sharon anywhere except on the far left”*** (the end block on the left), you should PASS if the position on the far left is already occupied.

Notice that ***unless*** is roughly equivalent to ***if . . . not***.

Example:

*Put Jimmy on the far right **unless** he is in the middle.*

*Put Jimmy on the far right **if** he is **not** in the middle.*

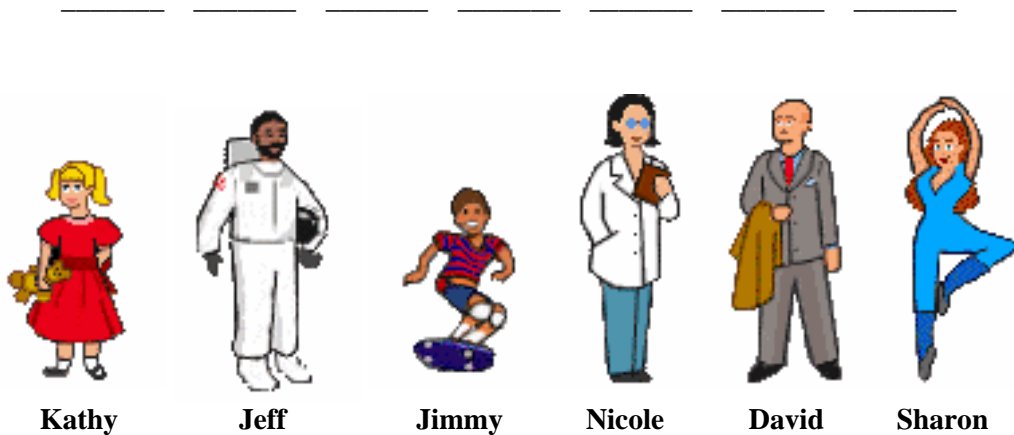
Interactive Exercise: Time Game

Listen to the sentence. Recall that the sentences about the people in the office should be used to determine the order in which the workers arrived or left. Click and drag one or more of the persons or events into the correct position(s) in the sequence. Some event blocks may remain empty, and in some cases, you will hear a second sentence and be able to position more events into the sequence.

Practice Exercises

Exercise A

Use the following sentences to determine the spatial arrangement of the characters. Only one arrangement fits all of the sentences. One of the blocks will remain empty.



1. None of the adults is in the middle.
2. One of the children is on the far right.
3. Jeff and Jimmy are as far away from each other as possible.
4. If Jeff is on the far left, then Kathy is in the middle.
5. The block between Nicole and Kathy is empty.
6. David is next to Jimmy unless Jimmy is in the middle.
7. Except for Sharon, the people on the right are male.

Exercise B

Read the short paragraph and specify the sequence of events.

- a) **Sharon had just arrived when Jeff came in the door. By the time Nicole got to work, Jeff had already been working for two hours.**

(Specify the order of arrival of the workers.)

1. _____

2. _____

3. _____

- b) **Sharon couldn't leave until after Nicole left. When Sharon left, Jeff was still working.**

(Specify the order of departure of the workers.)

1. _____

2. _____

3. _____

- c) **Her car had broken down, so she telephoned for a tow truck. Fortunately, it didn't start to rain until after the tow truck arrived.**

(Order the events by giving each one a number.)

___ She telephoned for the tow truck.

___ It started to rain.

___ Her car broke down.

___ The tow truck arrived.

d) As she was talking on the telephone, she realized it was beginning to rain. By the time she got gas, the rain had already stopped.

(Order the events by giving each one a number.)

___ She got gas.

___ She was talking on the telephone.

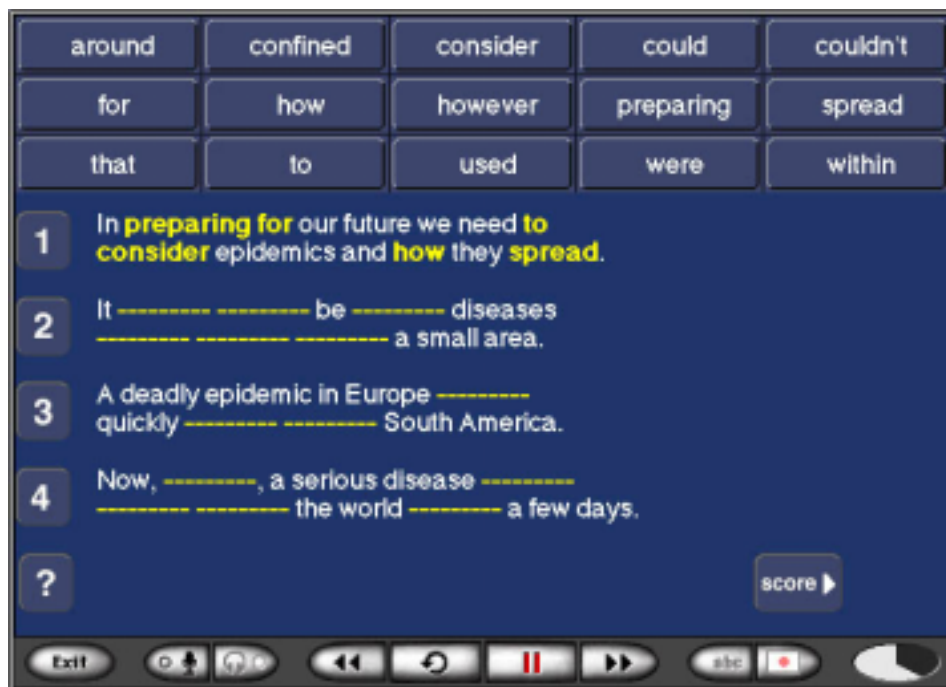
___ It started to rain.

___ It stopped raining.

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

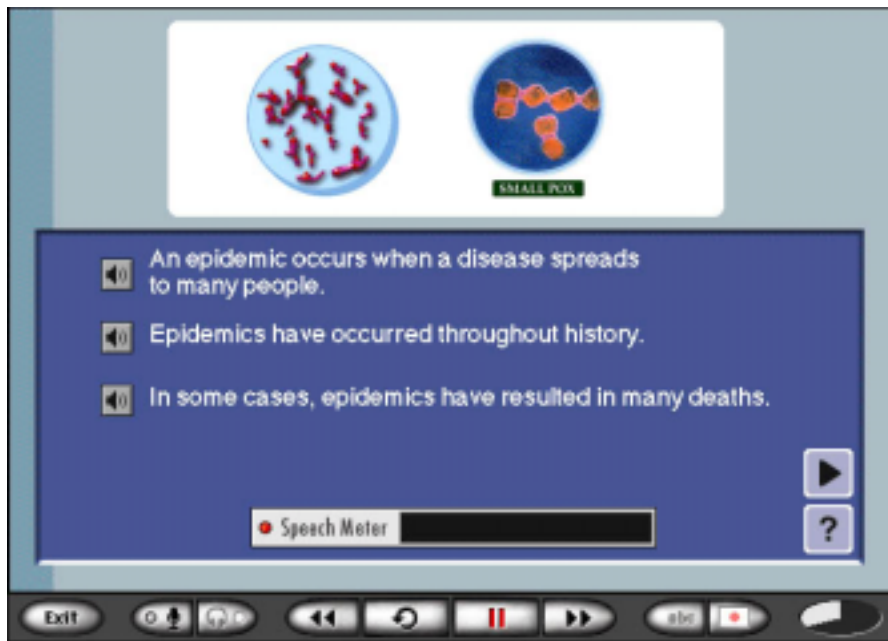
1. Read each sentence carefully. Decide which of the choices should go in the blank. Use the pictures to help you understand which choice makes sense.



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.

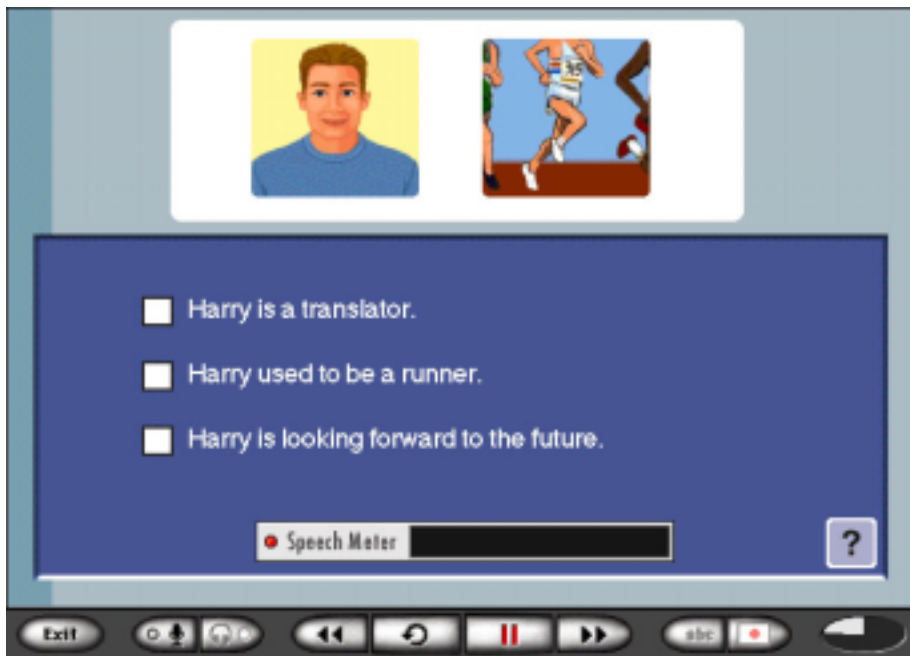
Speech Practice Group 1: Sentence Reading

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: Conditionals

1. Listen carefully to the fact sentence, which will be shown in the upper part of the screen.
2. Read the conditional sentence choices and decide which sentence best corresponds to the fact sentence. 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.

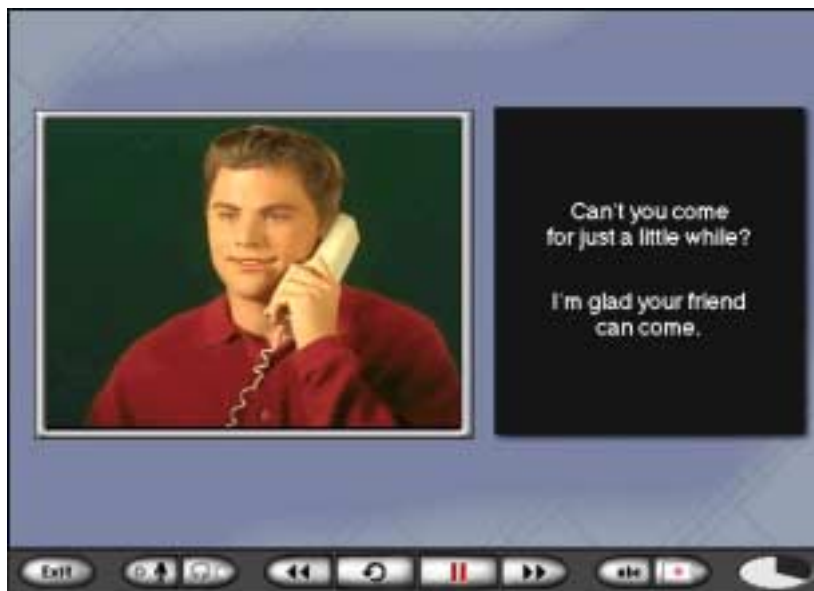


Speech Practice Group 4: Speech Quiz

1. In Speech Quiz, you will get 15 questions. The questions will be chosen randomly from the first three 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. 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).

Focus 1

Focus on the *Telephone for Business* segment. Notice that similar expressions are used for both calls and messages.

***You've got** a call on line three. Do you want to **take** it?*

*Could you **take** a message?*

*Do I **have** any messages?*

***You've got** three messages.*



Notice that questions with **could** can be use to make polite requests.

Could you take a message? =

Please take a message.

Could you send them up to my room please? =

Please send them up to my room.

Focus 2

Focus on the Telephone Invitation segment. Listen to how Bob tries to convince Dawn to come to the party by using negative questions and tags.

*I hope you can come to the party. You can, **can't you**?*

*Why **can't** you?*

***Why don't you** bring your friend to the party?*

***Can't you** come for just a little while?*

Follow-up Practice

You have asked a friend to come to the movies with you, but she says she can not come because she has too much homework. Use negative questions and tags to try to convince her to come.

Example:

Can't you finish your homework before nine o'clock?

Focus 3

Focus on the Interview with an Actor segment. Listen to how the interviewer uses conditionals to ask the actor questions about what she would do or how she would feel in certain situations. Notice how the actor uses *would* (or its contracted form *'d*), *might* or *could* in her responses to these questions. In the response, it is not necessary to use *if* to specify the condition because it is already understood.



If you weren't an actor, what would you like to be?
I'd want to be a musician or a singer.

If you could live anywhere in the world except where you live now, where would it be?
*I think it **might** be nice to live somewhere really different, like Japan.*

If you were really in trouble, who would you go to for help?
I guess I'd go to my best friend first.

Follow-up Practice

Think of a famous person you would like to interview. Come up with several hypothetical questions you could ask that person during the interview.

Example:

If you could have dinner with any person, dead or alive, who would it be?

Focus 4

Focus on the Dinner Conversation segment. Notice how Gary uses **would** when he tries to imagine what the job would be like.

*It **would** be fun working there.*
I'd be doing all sorts of things.
And I wouldn't be in an office all day.

Follow-up Practice

Try to imagine what the perfect vacation would be like. Describe what you would do on your vacation.

Example:

I would go snorkeling.
I would get up late.

Focus 5

Focus on the *Hot Seat* segment. 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).



Follow-Up Practice

Imagine how you would answer the questions asked in the Hot Seat video.

Example:

If I could have any job, I would be a jazz musician.

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

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

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

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 CHOICES

Life Choices Practice Exercise A

Harry (c)

Joan (a)

Sandra (b)

Joe (d)

Life Choices Practice Exercise B

1. if
2. even though
3. As a result,
4. While
5. unless
6. because

Life Choices Practice Exercise C

e, a, f, d, a, b

Life Choices Practice Exercise D

1. Had Joan not joined the company, it wouldn't have doubled in size.
2. Had the other coffee shop not opened up across the street, Joe might not have had to close his business.
3. Had Harry not studied foreign languages, he would not have been able to become a translator.
4. Joan's job would not have been eliminated had another company not bought her agency.
5. Joan thinks things would not have turned out so well had she not taken a chance.

Life Choices Practice Exercise E

1. If Joan hadn't liked the idea of working for a small company, she would not have taken the job at Ace Health.
2. If the factory hadn't had high levels of pollution, it would not have had to reduce its operations.
3. If Joe's prices had been lower, he might not have lost so much business.
4. If Harry hadn't been injured, he wouldn't have to use a wheelchair.
5. If Joan had not worked so hard, she might not have become a vice-president of the company.

EPIDEMIC

Epidemic Practice Exercise A

1. For example
2. Because of
3. Therefore
4. Therefore
5. for example
6. If

Epidemic Practice Exercise B

1. has made
2. wears
3. have made
4. are

Epidemic Practice Exercise C

polio (2)

E. Coli (3)

antibiotics (5)

tuberculosis (4)

HIV (1)

SPACE AND TIME SEQUENCES

Space and Time Practice Exercise A

Jeff, Nicole, blank, Kathy, Sharon, David, Jimmy

Space and Time Practice Exercise B

(a)

1. Sharon
2. Jeff
3. Nicole

(b)

1. Nicole
2. Sharon
3. Jeff

(c) Order: 2, 4, 1, 3

(d) Order: 4, 1, 2, 3

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