

DynEd®

Teacher's Guide



Dialogue

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Introduction

Welcome to *Dialogue*!

This supplementary course uses actual television interviews with international experts on topics of general interest as the basis for focused listening practice. This advanced, real-world content is suitable for higher-level learners preparing for university lectures, discussion groups, conference participation or international business presentations and discussions in English.

Significantly, *Dialogue* presents students with several varieties of English as well as a variety of cultural perspectives, especially from China. As China becomes increasingly important on the global stage, there is an urgent need to better understand and express Chinese perspectives and how to improve cross cultural communications. With the cooperation of CCTV (China Central Television) News, DynEd is pleased to be able to offer you this course.

With DynEd's unique interactive design, students can study *Dialogue* at their own pace. At any point in the program, you can ask for repetition, record and monitor yourself, and watch how the participants interact with each other.

Each of the three *Dialogues* is presented in 3 parts. Each part provides three kinds of lessons: Presentation, Interactive Listening, and Language Skills. The language in each lesson is reinforced with practice questions and teaching responses to help build your listening comprehension and language skills.

For further study at an advanced level, we recommend the following DynEd courses: *New Dynamic English* (Modules 7 and 8); *Dynamic Business English*; *Functioning in Business*; and *Advanced Listening*. These courses can be studied alongside *Dialogue* for more variety and effectiveness.

Level

Dialogue features three 30-minute dialogues. The language is authentic and is spoken at a rapid pace, with false starts and overlapping utterances from the speakers. We recommend that this course only be used for students at or above 2.7 on DynEd's Placement Scale, which is at an upper intermediate or advanced level. To help determine a student's level, DynEd's Placement Test is recommended.

Depending on the learner's level, each dialogue requires 3-5 hours of study. However this is highly variable, depending on how often students study and review the material and whether there is good classroom and/or teacher support.

Vocabulary

The vocabulary in the course helps to prepare students for both academic and business situations and discussions. A wide range of topics is discussed including higher education, economics, business, environmental and social issues. Please see the Vocabulary List for details, including words which are from the Academic Word List (AWL).

Lesson Organization

Each dialogue is divided into 3 parts, and each part has 3 types of lessons: Presentation, Interactive Listening, and Language Skills.

The *Presentation* lessons allow students to go through the Video without interruption and focus on the main points. This is followed by a comprehension question that asks students to identify one of the main points included within the Video. Some of the Presentation lessons have a series of 2-4 questions at the end, but only one question is asked per session.

The *Interactive Listening* lessons allow for detailed, sentence by sentence listening. As students go through the Video, they will hear comprehension questions, which are answered by clicking on one of 3 answer choices. If the answer is correct, there will be a teaching response. If the answer is incorrect, students may try again. Students may also have the option to listen again to the section of the video that is relevant to the question.

The *Language Skills* lessons are divided into two parts. The Vocabulary and Idioms part focuses on important vocabulary items that are used within the dialogues. The Grammar Review part focuses on sentence construction. For more details, please see the section: How to Do a Lesson.

Study Sequence

Language is a skill that must be acquired over time, through practice, repetition, and review. Toward this end, students should be coached and encouraged to go through each lesson several times and on different days. Review also helps to consolidate what has been learned.

Teachers can monitor student activity through use of the Records Manager. The study records show how students are using their study time, for example whether they are listening to repetitions, answering questions, and studying frequently enough. If tutor or classroom support is available, each part of a dialogue can be focused on and discussed and can form the basis of a study session. Used in this way, the program provides material for at least 9 class sessions.

The Shuffler Level and Completion Percentage

A unique feature of DynEd courseware is the Shuffler. As a student answers questions and completes activities, the "Shuffler Level" (from 0.0 to 3.0) rises or falls, and the computer adjusts the depth or difficulty of the lesson accordingly. Additional sentences, more vocabulary, more difficult comprehension questions, and even new information, are sometimes introduced at higher shuffler levels.

The **Completion Percentage** is shown in the student's Study Records. This is a measure of how thoroughly the student has studied and practiced each lesson. For more detailed information, please see the Records Manager Guide.

Setting Up a Sequence of Courses

A sample sequence from an intensive course is as follows:

Placement Level	Appropriate Courses
2.0~2.5	New Dynamic English Module 6 + Dynamic Business English 3 & 4 + Functioning in Business, Units 1~5, + English by the Numbers, Units 3 & 4
2.5~2.7	New Dynamic English Module 7 + Dynamic Business English 5 & 6 + Functioning in Business, Units 6~9 + English by the Numbers, Units 5 & 6 & 7
2.7~3.0	New Dynamic English Module 8 + <i>Dialogue</i> + Advanced Listening + Test Mountain

To administer the above program, it is useful to use the **Placement Test** to help determine the level of each student. Use the **Records Manager** and **Path Manager** to put students into an appropriate class and study path. Once the program is underway, the **Records Manager** and **Intelligent Tutor** will monitor and evaluate the study of each student. Please see the **Records Manager Guide** for detailed information about how to lock and unlock units, lessons, and courses.

How to Do a Lesson



Presentation Lessons

The Presentation lessons give students practice in listening for main ideas, taking notes and maintaining their focus while viewing each part of the dialogue. Each part varies in length from 5 to 10 minutes, which can be seen straight through. You may fast forward or fast rewind, but you cannot repeat individual sentences. At the end of the presentation, students will be asked a main idea question. If they don't know the answer, they may click the **Listen Again** button to see the video again. If they want to hear the question again, they can click on the Repeat button, which is below the answer choices.

Encourage students to take notes. Taking notes will help keep them focused and will help them answer the main idea questions. Like in other types of lessons, the questions in the Presentation lessons may vary each time the lesson is studied.

Interactive Listening Lessons

In these lessons you can stop and repeat each sentence as many times as you wish. As students go through the video, they will be asked to answer three types of questions. Each type of question develops a different listening skill. Please note that each time you go through the video, the mix and number of questions will change.

The first type of question is for active listening. It develops the ability to search for one particular piece of information while listening. In this format, the question appears *before* the section of the dialogue in which the answer is given. The goal is to listen carefully for the answer to that question.

If students have trouble finding the information needed to answer the question, they may click on the **Listen Again** button to hear that section of the video again.

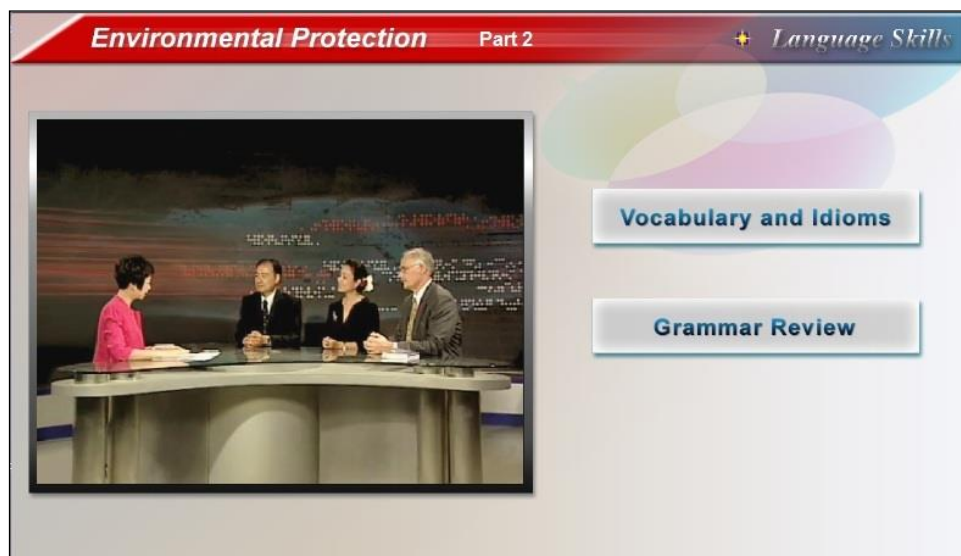
The second type of question is for detailed listening. It develops the ability to understand and remember details. In this format, questions are asked after the video segment in which the answer was included. To repeat the question, click on the Repeat button. The **abc** button shows the question in written form.

The last question type develops the ability to determine how two or more ideas are related. For these questions, you will hear one or two sentences from the video. Then you will be asked to determine how the sentences or parts of a sentence are related or linked to each other.

For example, does the second sentence provide a contrast to the first, or is it an explanation? Is there a cause and effect relationship? Often, discourse markers such as "therefore," "for example," and "on the other hand," can help determine these relationships.

One note about the text in these lessons is the use of brackets [] and parentheses (). Brackets [] indicate mistakes. For example, "This question is a very good question[s]." Parentheses () provide corrections, such as "... is doing (going in) the right direction..." Here, 'doing' should be replaced by 'going in'.

Language Skills Lessons



There are two types of **Language Skills Lessons**: **Vocabulary and Idioms** and **Grammar Review**. It is important to do these lessons *after* going through the Presentation and Interactive Listening lessons, which build a contextual framework to support the exercises in the Language Skills lessons.

The **Vocabulary and Idioms** lessons help build and extend vocabulary. The exercises are designed to develop the ability to use context to infer the meanings of words and idiomatic expressions.

When doing these exercises, students should try to guess the meaning of the target word or phrase *before* looking at the answer choices on the screen. Then, they should choose the one that is closest to that meaning. To hear the video again, click on the Repeat button.

To make the most of these exercises, it is a good idea to keep a written log of new vocabulary. Encourage students to review these lessons often. This builds long-term learning.

The **Grammar Review** lessons focus on the interplay between grammar and vocabulary. To complete these click and drag exercises, click on the words at the bottom of the screen and drag them to the correct place in the sentence.

You will find some sentences to be easy, while others may require a lot of thought. If you are having trouble with a sentence, keep trying different combinations of words until you find the right answers.

Target grammar structures range from relatively simple verb tenses combinations to more advanced combinations involving subordinate clauses and other structures. In most cases only one correct choice makes sense for a blank.

Contents of *Dialogue*

Dialogue 1: Higher Education in a Globalized Era



Chinese Moderator Yang Rui discusses important issues in tertiary education with Professor Nicholas Dirks, Executive Vice-President for Arts and Sciences at Columbia University. Issues such as academic freedom, the role of the liberal arts and the core curriculum in education, and how the best universities can better prepare students for life in the real world make this dialogue thought provoking and filled with useful vocabulary.

Dialogue 2: Environmental Protection



Moderator Tian Wei leads discussion on how to deal with environmental and climate change issues. Her guests are Senator Loren Legarda, from the Republic of the Philippines, Ma Jun, Director of the Institute for Public and Environmental Affairs in China, and Bill Ginn, Chief Conservation Programs Officer with The Nature Conservancy from the United States. This dialogue brings in useful vocabulary dealing with energy, greenhouse gases, carbon trading and the importance of economic incentives to motivate businesses to protect and preserve the environment.

Dialogue 3: Issues on Aging



Moderator Yang Rui explores how China is dealing with the important issue of social security with three guests: Professor Hu Jiye, associate professor with The Center for Law and Economics, China University of Political Science and Law, and Europeans Mr. Grayson Clarke, Fund Manager Expert and Mr. Steve Barker, Unemployment Insurance Expert.

This dialogue explores how China is preparing for its aging population and deals with economic and political issues. This dialogue is the most challenging of the three dialogues.

Vocabulary Overview

Total number of words in Dialogue: 21,192

Total number of individual vocabulary items: 2,313 in 1,119 word families

82.9% from the most frequent 1000 words (1K Words)

3.82% from the 1001-2000 list of most frequent words (2K Words)

8.57% from the Academic Word List (AWL Words*), and not included in 1K or 2K lists

4.71% Content and other words not included above

Note: 1K Words are not listed below, since students at this level should already be familiar with them. *AWL Words are commonly found in academic texts in the following areas: Arts, Commerce, Law and Science (Coxhead List)

The lists below give the word families for 2K, AWL, and Off-List vocabulary items used in *Dialogue*. The bracketed number gives the number of occurrences of each word family in the video. A list of some of the idioms used in *Dialogue* is at the bottom.

2K word families: [171]

absolute_[10] advertise_[1] advice_[1] afford_[6] afraid_[1] agriculture_[2] ahead_[1] aim_[1] ambition_[1] approve_[2] argue_[5] attention_[1] attract_[1] basket_[2] behavior_[2] billion_[2] birth_[5] bit_[4] blame_[2] bless_[2] border_[2] bush_[4] century_[3] chain_[4] chair_[1] cheap_[3] check_[1] clean_[4] combine_[4] compare_[2] compete_[2] competition_[5] complicate_[1] confuse_[1] connect_[1] conversation_[1] corner_[2] correct_[2] critic_[12] curse_[2] customer_[14] damage_[3] debt_[2] deed_[1] deliver_[1] dirt_[1] disappoint_[4] discuss_[21] double_[5] during_[7] earn_[7] edge_[1] educate_[58] elder_[5] empty_[6] encourage_[14] engine_[5] entire_[2] especial_[2] essence_[3] essential_[3] exact_[2] examining_[4] excess_[2] excuse_[3] explode_[1] explore_[3] extraordinary_[8] false_[1] fashion_[2] finger_[3] fool_[1] forward_[9] frame_[1] fun_[1] gap_[6] govern_[80] grain_[3] grand_[1] greed_[6] harm_[4] harvest_[1] honest_[7] host_[2] humble_[1] hurt_[2] ideal_[2] imagine_[2] immediate_[1] improve_[9] inform_[6] inside_[1] insure_[4] intend_[1] international_[6] invite_[1] island_[2] jewel_[1] key_[11] kilometer_[1] list_[9] lock_[1] log_[2] lot_[15] loud_[1] manage_[6] map_[1] mistake_[5] model_[12] opposite_[1] park_[1] perfect_[1] perform_[4] persuade_[1] pick_[2] poem_[1] police_[1] pool_[11] practical_[2] practice_[15] prefer_[3] prejudice_[1] preserve_[13] prize_[11] probable_[7] profession_[2] program_[7] proud_[1] pure_[1] qualify_[1] quick_[5] rapid_[2] raw_[2] recommend_[1] refer_[11] reflect_[3] repeat_[1] replace_[2] request_[1] resist_[3] responsible_[24] retire_[21] reward_[5] risk_[10] salary_[4] satisfy_[2] seed_[1] self_[3] sentence_[1] shock_[1] shut_[1] skill_[14] slow_[4] smooth_[1] soil_[1] solve_[23] split_[3] stamp_[2] stick_[1] strict_[2] sympathy_[1] tend_[3] terrible_[1] tight_[1] typical_[1] universe_[9] weapon_[3] weather_[1] wet_[1] worry_[3] zero_[2]

AWL word families: [271]

academy_[23] access_[1] accurate_[4] achieve_[4] acknowledge_[2] adequate_[3] administrate_[19] advocate_[3] affect_[2] allocate_[2] alternative_[5] analyze_[7] anticipate_[3] approach_[2] appropriate_[2] approximate_[1] area_[23] aspect_[1] assess_[2] assign_[1] assist_[6] assume_[12] assure_[2] authority_[2] available_[1] benefit_[24] bias_[16] brief_[1] capable_[2] capacity_[2] challenge_[4] circumstance_[5] civil_[2] classic_[3] collapse_[2] comment_[1] commit_[3] communicate_[1] community_[9] compensate_[12] complex_[5] comprise_[2] concentrate_[1] concept_[1] conduct_[6] confer_[2] conflict_[7] consent_[1] consequent_[3] consist_[1] constant_[3] constitute_[5] constrain_[1] construct_[2] consume_[6] contemporary_[1] context_[4] contract_[3] contradict_[1] contribute_[15] controversy_[1] convene_[4] convince_[3] cooperate_[5] coordinate_[1] core_[11] corporate_[1] couple_[5] create_[19] credit_[1] culture_[1] currency_[1] debate_[21] decade_[4] decline_[7] define_[4] definite_[1] demonstrate_[1] derive_[2] design_[4] despite_[1] devote_[1] distort_[2] distribute_[2] diverse_[2] document_[2] domestic_[4] dominate_[2] draft_[1] economy_[100]

edit_2] emphasis_3] enable_2] energy_26] enforce_2] enormous_1] ensure_1] environment_140] establish_3] eventual_2] evident_1] expand_3] expert_5] exploit_2] export_4] expose_1] extract_1] factor_4] feature_1] file_3] final_2] finance_22] finite_3] flexible_3] focus_18] formula_1] foundation_1] founded_2] framework_2] fund_53] fundamental_5] generate_7] generation_1] globe_26] goal_10] grant_3] guarantee_3] ideology_1] ignorant_1] illustrate_1] immigrate_3] impact_4] implement_3] imply_1] impose_4] incentive_20] income_14] indicate_1] individual_5] inevitable_6] initial_3] initiate_2] innovate_1] instance_1] institute_10] integrity_1] intense_2] interact_1] interpret_3] intervene_1] invest_27] investigate_7] involve_13] isolate_1] issue_33] job_27] justify_1] label_5] labor_20] legal_4] legislate_9] levy_2] liberal_26] link_1] locate_1] maintain_13] major_37] manipulate_1] margin_1] mechanism_9] media_5] medical_7] method_2] military_3] minimize_2] ministry_15] network_2] nevertheless_1] norm_2] notion_4] objective_10] obvious_4] option_2] orient_1] outcome_1] overall_3] participate_3] partner_2] passive_3] percent_12] period_8] perspective_3] physical_1] policy_68] portion_1] positive_2] potential_4] practitioner_1] precede_5] primary_3] prime_1] principle_6] process_11] professional_15] project_11] promote_2] prospect_1] protocol_2] publish_3] purchase_1] range_1] ratio_2] rational_1] regime_1] region_1] register_3] regulate_24] reinforce_1] release_1] relevant_1] rely_1] require_16] research_39] reside_1] resource_36] respond_3] restrict_7] reverse_1] revise_1] role_29] route_1] scheme_7] section_2] sector_2] secure_46] seek_2] series_3] shift_4] significant_6] similar_2] so-called_2] somewhat_1] source_13] specific_11] stable_3] strategy_3] stress_1] structure_1] style_2] subsidy_2] substitute_1] sum_1] survive_2] sustain_26] target_4] task_5] technical_6] technology_7] text_2] theory_5] topic_6] tradition_8] transfer_6] transform_4] trend_2] ultimate_1] unify_4] utilize_4] vary_1] vision_2] widespread_2]

OFF types word families: [282]

abusive_1] accomplishments_1] adhere_1] agenda_2] alleviate_1] alongside_1] alright_1] amazing_1] appliances_2] arable_1] articulate_1] assets_4] autonomy_1] award_1] awry_1] ban_1] behold_1] benefitted_5] biodiversity_5] biological_7] birthrate_1] blacklist_6] booming_1] breakdown_2] brutal_1] bulb_1] bulge_1] burden_7] bureau_1] campaign_6] campus_6] canyon_1] capitalism_8] capitalization_1] carbon_28] career_3] catastrophic_2] celebrated_1] census_1] centerpiece_2] certification_1] charring_1] charitable_1] classroom_1] clients_3] climate_39] coastal_1] coffers_1] commonality_1] communism_1] competitive_1] compromised_3] conditioned_2] confront_8] connotation_1] conserve_1] cornerstone_1] corrupt_1] counter_1] counties_1] cradle_1] credibility_13] crisis_10] criticize_3] curriculum_12] cynical_1] deadly_1] dependence_1] depleted_4] dialogue_13] dilemma_1] dioxide_1] disgraceful_1] dispel_2] donors_1] downstream_1] dumping_1] ecological_3] elders_3] emancipation_2] embarrassed_1] emission_5] enact_1] encompass_2] endangered_1] endowment_1] engage_2] enterprise_1] entrepreneur_1] envision_4] era_3] execution_1] executive_2] exerted_1] exhaust_1] externalities_1] faculty_7] farmland_1] favors_2] fines_1] fiscal_1] footing_1] foremost_1] forestland_5] forums_2] fragile_2] frontiers_1] fuels_3] fulfill_1] geared_1] genuine_4] geographically_1] globalized_1] goods_4] governance_9] graduate_3] greenhouse_7] greening_3] greying_1] gruesome_3] guardians_3] guild_1] hallmark_2] halted_1] harmonizing_1] harsh_1] headwaters_1] hegemon_4] holder_1] homeland_1] horrible_1] hostage_2] huge_6] humanities_1] idealistic_1] immune_1] imparts_1] importing_1] impressive_1] incredibly_1] industrialization_1] insist_2] inspired_1] instinct_1] intact_1] intellectual_1] interconnected_1] interdependency_1] interestingly_2] interview_10] ion_2] journalism_12] laureates_3] legacy_3] liability_3] lifestyle_2] lobbying_3] logging_2] madam_4] majors_2] meters_1] mission_1] mobility_2] modernize_1] monetary_3] muckraking_1] multi_3] multinational_1] municipal_3] myths_7] naive_3] nasty_2] negotiate_1] neighboring_1] notch_1] objectives_1] obligation_4] occidental_1] opt_4] organic_1] paramount_1] path_1] pathway_2] peak_3] peel_3] pension_14] pessimistic_1] photo_1] phrase_1] planet_2] pollute_1] portability_1] pragmatic_1] precautionary_1] prestigious_1] prevalent_5] privileged_1] professor_27] proliferation_2] prominent_1] prophecy_2] prospering_1] province_3] rainforest_2] readiness_1] realities_11] reallocate_2] reform_6] reforms_1] rehabilitate_1] renewable_14] renowned_1] retraining_1] revolves_1] rigorous_1] ripple_1] roadsides_1] rural_7] scandal_4] scholar_1] schoolhouse_1] scores_1] seamy_1] seedlings_1] senate_2] senior_3] sentiments_1] shareholders_1] shrinking_1] signatory_2]

skeptical_[2] slump_[3] solar_[2] solidarity_[3] spans_[4] stake_[4] stakeholders_[1] stereotypes_[10]
strengths_[1] studio_[4] successes_[1] supervision_[2] sustainably_[1] tariffs_[3] technologies_[12]
television_[1] temptation_[3] terrorist_[1] tertiary_[10] thrive_[2] tiny_[2] tourism_[2] trainees_[1]
transparent_[2] trending_[1] trillion_[1] unclear_[1] undergraduate_[1] underprivileged_[1] unrest_[3]
urban_[6] urbanization_[2] vast_[1] ventures_[1] victim_[1] viewers_[2] vindicate_[1] visas_[3]
vitality_[1] vocabulary_[1] vocational_[1] vulnerable_[2] weakening_[1] woeful_[1] workforce_[2]
worldwide_[1]]

Idioms

be on an equal footing_[1] come down to_[1] come into play_[1] come under fire_[1] come up with_[1]
fall victim to_[1] get stuck in_[1] give rise to_[1] ground-breaking_[1] have in part to do with_[1] hold
dear to_[2] in absolute terms_[1] in terms of_[10] moral high ground_[1] ...not part of the vocabulary_[1]
pointing fingers_[1] take the lead_[1] the cradle of_[1] the jewels of_[1] to be the cornerstone of
something_[1] to bear a heavy burden_[1] to come up with_[1] to cut corners_[1] to go awry_[1] to opt
for_[2] to peel away_[1] to put all eggs in one basket_[2] to revolve around_[1] when it comes to_[1]
zero sum game_[1]