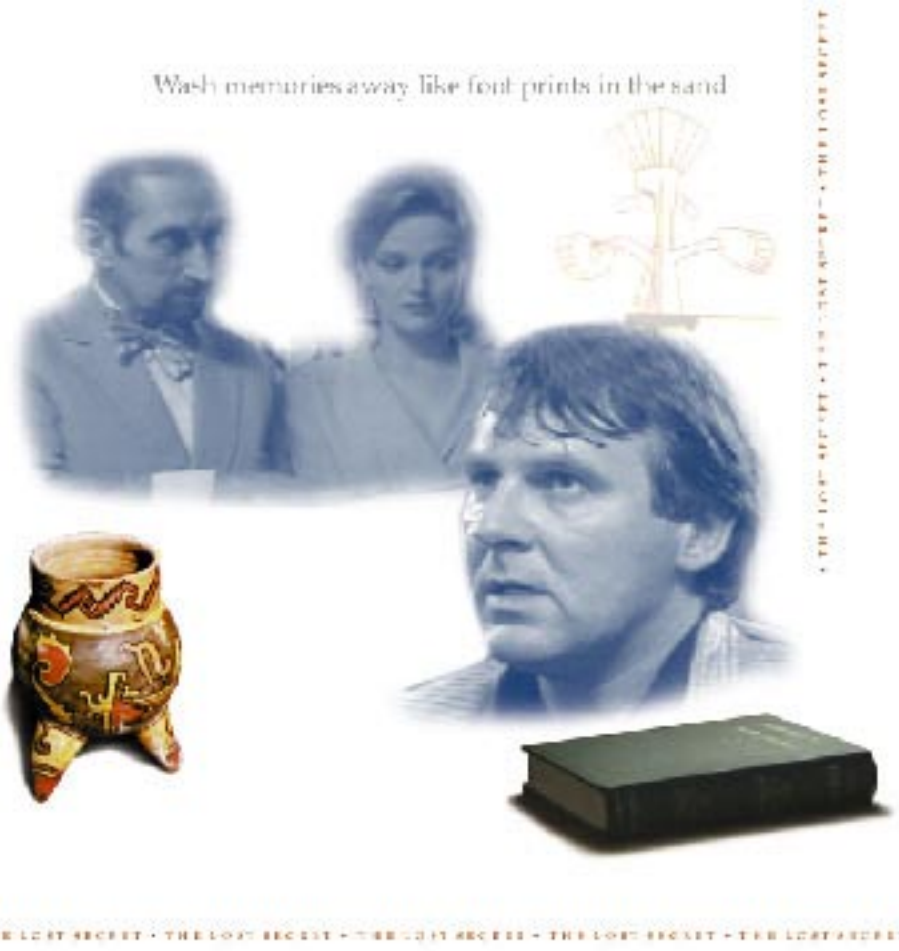
The Lost Secret



Study Guide

DynEd International

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Introduction

Welcome to *The Lost Secret*, an exciting video adventure for beginning students of English. Originally filmed and produced by BBC English, the course presents basic language structures in the context of a superbly acted mystery drama. DynEd's QuickTime™ video version allows students to work at their own pace and provides a variety of interactive exercises.

The primary focus of the course is on the most basic structures of English. The careful sequencing and build-up of the language as the story progresses makes this course truly unique and effective. Interactive exercises help student focus on the main points and internalize their understanding. In addition, speech recognition exercises help build oral fluency.

A second major area of focus is on listening, both for general meaning and for specific items of information. It is through careful listening, and repetition, that students can improve their English in the quickest way possible. Comprehension questions and other listening tasks help direct student attention and ensure that language input is comprehensible.

This course can be used successfully for self study. It can be used even more effectively, however, when coordinated with classroom study, and when used in parallel with *New Dynamic English* or *English For Success.* A comprehensive *Teacher's Guide* is available from DynEd, along with four *Mastery Tests*, to support the course. Please note that the Mastery Tests require the use of DynEd's *Records Manager* (see ***Records Manager Guide***.), which controls access to the tests.

Course Content

Episode	Story	Structures
1 & 2.	The main character, Orwell, has lost his memory. He is questioned by the police.	Statements, questions and negatives with *can*, simple statements and questions with *to be*, questions with *what*, *where* and *who*
3.	Sabina and Sline enter the story. Orwell recalls a conversation on an airplane and going through customs with a South American plant.	Present simple, yes/no questions with present simple, requests and offers with *can*
4.	Orwell remembers riding in Sline's car and checking in to his hotel.	Past simple, questions with past simple, *ago*, checking into a hotel, invitations and polite refusals
5.	Orwell recalls a phone call from Sline, who has stolen Orwell's manuscript. Flashback to a restaurant where Sabina puts something in Orwell's drink.	Future tense with *will*, regular and irregular forms of past simple, negatives with past tense, adverb *well*, apologies
6.	Flashback to Sline's laboratory where Orwell is forced to take the memory drug.	Future with *going to*, advice with *should* and *shouldn't*, greetings, expressing need

Note: These episode numbers refer to the original broadcast video. In this course, Episodes 1 and 2 have been combined into one unit.

Episode	Story	Structures
7.	Orwell and Dr Roberts go to the library for information about the Telo plant. Sabina takes the page they need to Sline.	Review of question forms, tag answers, *should* and *shouldn't*, comparatives, *too*, promises, suggestions and proposals
8.	Sline tells Sabina why the drug didn't work on Orwell. Orwell and Roberts hear on the news about a break-in at a greenhouse.	Present perfect, *have to* and *must*, *too* and *enough*, contrast between *I like* and *I'd like*, contradicting
9.	Sline and Sabina are preparing a stronger version of the drug to test on Harry. Orwell and Roberts are on their way to Sline's laboratory.	*Used to*, first conditional *if*, future with *going to* and *will*, present perfect, *something/nothing/anything*
10.	Sabina prepares drinks with the memory drug for Harry and Sline. Orwell and Roberts break in to the laboratory.	Present perfect with *yet*, adverbs, *'s* with *is* and *has*, *know how/what* + infinitive, drinking phrases
11.	Two years later: Roberts and Orwell meet again and he tells her the Lost Secret of the Mepatecs.	*For* and *since* with present perfect, *could*, *would* and *had to*, *yet* and *still*, *already* with present perfect, greetings, suggestions and invitations

Lesson Types

For each Episode there are several different lesson types to study. Please try them all until you know the language by heart.

Presentation Video: This is a linear playthrough of the video which is useful for previewing and reviewing the main story without interruption.

Interactive Listening: Click on the scene you want to study. Text and translation support are available. Comprehension questions will test your understanding. These questions sometimes change, so listen carefully. Once you understand the language, go through each scene and practice saying each sentence. Record you voice and listen to your recording. Compare it with the voices in the video. Review each section frequently.

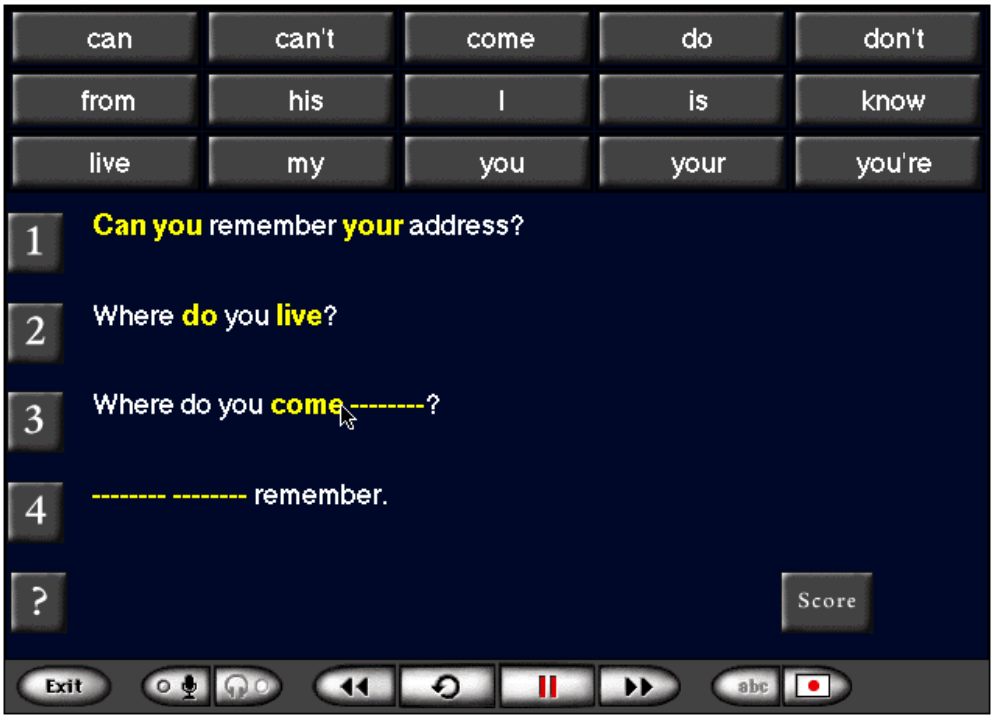
Dialog Focus: This lesson develops the student's ability to anticipate what comes next in conversations. Do this lesson frequently, and review it often.

In this part you will interact with the characters by making language choices, both for comprehension and for speaking practice. Listen to the conversation. When the choices appear on the screen, say the sentence that best represents what you think the person shown will say next. If you are correct the program will continue. If you answer incorrectly, the program will give you a chance to try again. As in the video presentation, after you have completed the exercise you will be given a choice of different parts of the lesson to study again. Use the *Help Menu* in the program for instructions about how to use the Speech Recognition feature.

Dictations: These exercises focus on important phrases from the video. In each lesson there are a number of dictations which you may choose.

First, select a dictation. You will then see a video which includes the sentences from that dictation. When this is finished, the screen will change, and you will see a group of words at the top of the screen, and the dictation sentences with a number of blank spaces where words are missing.

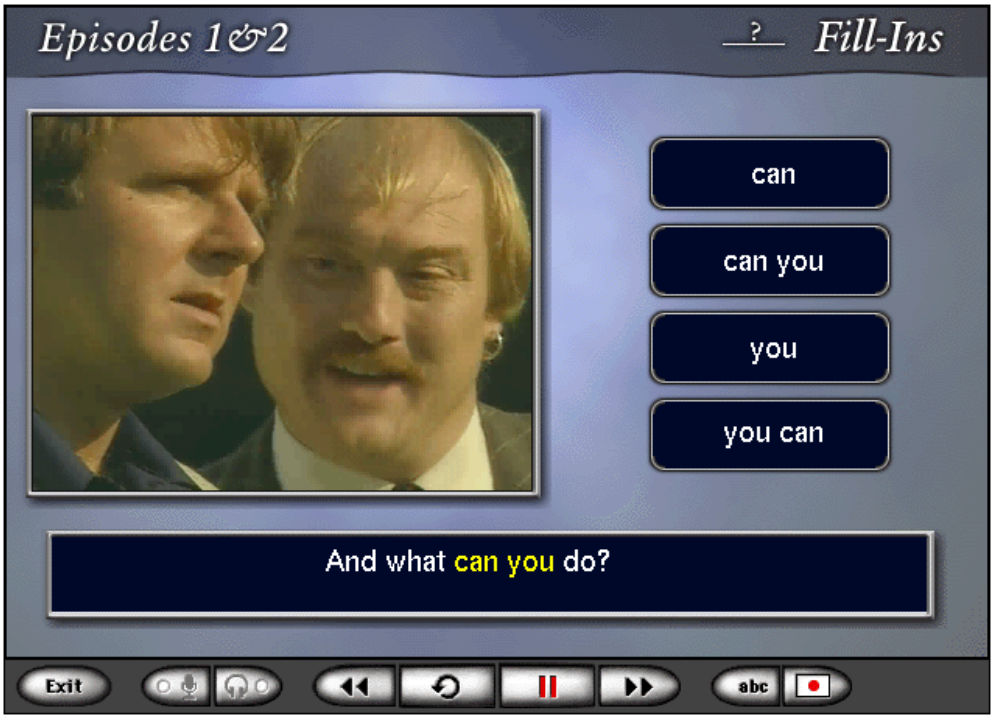
To hear each sentence, click on the number next to the sentence. Your task is to fill in each blank with the correct word from the words at the top of the screen. To do this, click on the word you wish to place, and then click on the space in the sentence where you want the word to appear. If you make a mistake, you may change your choice by putting a different word in the same space. You may listen to each sentence as many times as you wish by clicking on the number in front of the sentence.



When you have completed all of the sentences, click on SCORE. This will correct all of the sentences and give you a score. Incorrect choices will be indicated by colored text. Do not click on SCORE until you have finished all the sentences.

If your score is less than 60%, you will be asked to do the dictation again. If your score is greater than 60%, you will hear each sentence again, and the sentences will be rewritten on the screen. You will then have a chance to correct your errors by placing different words in place of the incorrect words. When you have finished correcting your errors, click on END to indicate that you are finished. This will exit you from the dictation and bring you back to the Dictation selection screen.

Fill-Ins: This lesson will help you focus on important grammar and vocabulary items from the previous lessons



On the screen, you will see a grid numbered 1 through 28. Click on one of the numbers at the top. A sentence containing a blank space will appear below four word choices in boxes. Read the sentence and decide which of the words should go in the blank. Remember that your answer must make sense within the context of the story. When you answer correctly the sentence will appear again with the answer highlighted. Click on this highlighted word to bring up a glossary screen that will tell you more about this answer.

Once you have finished going through all the sentences, click on Quiz to test yourself by doing the same problems in random order.

Continue with this exercise until your average level is 2.5 or higher and until you are confident of your answers. Review the Fill-Ins often to strengthen your grammatical skills. Good luck!

How to Do a Lesson

If you don't know how to start the program and begin a lesson, please look at the *DynEd User's Guide*.

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

1. For each sentence, click on the *pause* button so that it is flashing green.

2. With the *pause* button flashing, click on the *repeat* button. This will repeat the sentence. The *pause* button will continue to flash. The program is stopped.

3. Click on the *translation* button to hear a translation of the sentence. The *pause* button will continue to flash. (Note: Translation is available in bilingual versions only.)

4. Click on the *text* button. This will give you the text of the sentence. Try not to look at the text of the video until you have heard each sentence several times.

5. Click on one of the highlighted words to see the *Glossary*.

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

NOTE: Whenever you click on the *repeat* button or the *text* button, the *pause* button will begin to flash. Please remember that when the *pause* button is flashing, the program is stopped. To continue, you must click on the flashing button, or, if a question is being asked, you may click on an answer.

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7. Repeat the above series of steps for each new sentence. To go back, click on the *rewind* button or exit the lesson (see DynEd Control Bar in the *DynEd User's Guide*).

8. When you come to a comprehension question, the program will give you a certain amount of time to click on an answer. You can see the time remaining on the right side of the control bar.

NOTE: If you need more time, click on PAUSE, or click on the REPEAT button to hear the question again.

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9. 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.

10. To record your voice, click on the *record* button which will turn red. Then click on the *monitor* button to hear your recording. To compare your recording with a native speaker, click on the *repeat* button, and then the *monitor* 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.

General Study Tips

- Start by watching each scene in the Presentation Lesson. Concentrate on understanding the general meaning and the main ideas. Don't worry about the individual words and details at first.

  Once you have the general idea, move on to the Interactive Listening lesson, the Dialog Focus, and the other focused review lessons such as the Dictations and Fill-Ins.

- Video allows you to learn more than just words. As you watch, pay close attention to the tone of voice, the facial expressions, and the body language of the characters.

- As always, DynEd's software allows you to rewind or fast forward through the material very quickly. It also allows you to repeat each sentence individually, which is important and useful. Practice repeating each sentence *without looking at the text* at first. Look at the text only after you can repeat the sentence. Clicking on the highlighted words in the text will then take you to the Glossary, which has additional information about the language.

- We recommend that you study for 20-30 minutes at a time, followed by a break. Breaks are important to rest your eyes to keep your mind fresh. When you are studying it is important to review often, so that you master the material.

- The Speech Recognition exercises in the Dialog Focus lessons are designed to help you practice speaking clearly. The technology used is state of the art. It is highly motivating and useful for fluency development. Do these lessons frequently, a little each day, for the best results.

  For more information and help regarding the use of Speech Recognition, please use the pull-down Help menus in the program, which can be accessed at any time. With a little practice, you will find that the Speech recognition exercises are both enjoyable and useful.

Principles of Language Learning

Language sequencing in this course is based on the following principles of language learning:

Short-term memory: For you to be able to process and repeat a phrase, you must first be able to hold it in short-term memory. Intensive listening practice and repetition of short phrases is necessary to build the ability to hold longer phrases in memory.

Language functions: The video presentations and exercises will assist you in learning key language functions necessary for successful interaction in a English-speaking environment.

Spiral sequencing: Language functions are reviewed and practiced in various contexts throughout the course even as new material is introduced. This attention to sequencing ensures retention and a deeper understanding of the material.

Comprehensible input: For language acquisition to occur, the input language must be understood. For this reason, in addition to the visual support provided by the video in each unit, a written English transcription is provided for each sentence translation and glossary support.

Task-based learning: You will learn a new language more quickly and easily when you are actively involved in the learning process. The lessons of this course are highly interactive, consisting of a carefully graded series of tasks designed to promote and reinforce your acquisition of new language and your ability to comprehend spoken English.

Context: The language in an English course should be presented in context. Each context should support the language and should be adaptable to your own situation. *The Lost Secret* takes students through a variety of realistic scenarios such as checking into a hotel or going to a restaurant.

Personalization and extension: Language learning, to be meaningful, must relate to contexts beyond those in which it is presented. While *The Lost Secret* focuses on particular contexts, you will enhance your learning by extending new language concepts and structures to other business situations and by applying them to your own needs and experiences.

Credits and Acknowledgements

Interactive Video

Content Consultant.....Robert O'Neill
Video Production .....BBC English
Video Editing.....Haukom Associates, San Francisco, CA
Interactive Courseware ....Lance Knowles, DynEd International, Inc.

This course is adapted from the video, *The Lost Secret*, by Robert O'Neill and Martin Shovel (1989, BBC English)

Original Video

Script written by..... Robert O'Neill Martin Shovel
Producer ..... Jeremy Orlebar
Director ..... Peter Sykes

Cast

Dr Ross Orwell ..... Tom Wilkinson
Professor Basil Sline..... Vladek Sheybal
Sabina Woolford..... Miranda Richardson
Dr Clare Roberts ..... Karen Archer
Harry Grotch ..... Dicken Ashworth
Inspector Marvin..... Robert Davidson
with ..... William Abney, David Barry, Joan Blackham, Graham Callan, Clive Corener, Jocelyn Cunningham, Anni Domingo, Philip Goldacre, Brian Grellis, Bob Hewitt, Sally Home, Alex Leppard, Nicolette McKensie, Adrian Mills, Henry Moxon, Brian Osborne, John White, Victoria Williams

Production

Camera .....Chris Cox
Ken Wensley
Sound .....Chris Barton
Wouter van Herwerden
Production Manager.....David Shanks
Video Tape Editor.....Geoff Beames
Music.....Kevin Stoney
Costume .....Pauline Daly
Design .....Judy Steele
Video Production .....Tim Fell & Workhouse Productions

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