New Dynamic English

Study Guide

Module 3

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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).

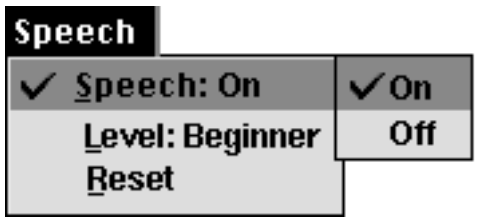
Before Using Speech Recognition

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.

Daily Activities

In this lesson you will extend your ability to talk about your occupation, family, and daily activities in the past, present, and future. The main focus is on the past tense, V(d), the present tense with **be+V(ing)**, and the future tense with be going to. You will also learn how to ask information questions relating to past, present and future time.

Focus 1

Click on Kathy's Schedule. Listen for sentences that describe what Kathy did this morning. Practice saying them.

Today she got up at 9:15.
She didn't eat any breakfast.
She just had a cup of coffee.
Then she worked on her computer.

Focus 2

Click on Diane's Schedule. Listen for sentences that describe what Diane did this morning. Practice saying them.

She got up at 6:30.
She cooked breakfast for her family.

Follow-up Practice

Practice talking about what you did this morning.

Example:

I got up at ____. I ate breakfast at ____. Then I ____.

Focus 3

Study both Kathy and Diane again. Focus on what each woman is doing right now (at 2:00). Practice saying the sentences.

Kathy is eating a late lunch. *Diane is cleaning the house.*

Focus 4

Study the lesson again. Listen for the new sentences. Focus on what Kathy and Diane are going to do later this afternoon and this evening. Say the sentences.

She's going to interview someone.
She's going to pick up her kids.
She's going to make a request.
After dinner, Diane is going to take a class.

Follow-up Practice

Practice talking about what you are going to do later today.

Example:

This afternoon/evening I'm going to ____.
After that, I'm going to ____.

Question Practice

1. To make a question by using the mouse, click on the correct sequence of words. For example, the sequence: (1) [who] (2) [didn't] (3) [eat breakfast] (4) [this morning] makes the question "Who didn't eat breakfast this morning?" If you need time to think, please use the PAUSE button.

2. For speaking practice you may make the question by saying the correct sequence of words, such as "Who is this?" When the Speech Meter appears, please speak clearly the complete sequence. If you need time to think, use the PAUSE button to pause and then start again.
3. If the sequence of words is not correct, you may try again. After several tries, the correct answer will be displayed.

Focus Exercises

In this lesson you can practice forming sentences.

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

Practice Exercises

Exercise A

Fill in the blanks with the past tense form of the verb in parentheses.

Example: *This morning Kathy (get up)* _____ *at 9:15.*

She (have, not) _____ time for breakfast.

She just (have) _____ a cup of coffee.

Then she (work)_____ on her computer until 11:30.

At 11:45 she (leave) _____ home and (take) _____ a bus downtown.

She (go) _____ to her office.

Exercise B

Find the sentence with the same meaning. Circle a, b, or c.

1. She worked on her computer at home until 11:30.
   a. She stopped working at 11:30.
   b. She worked after 11:30.
   c. She started working at 11:30.

2. Their school is about twenty minutes away by car.
   a. It takes twenty minutes to drive to their school.
   b. Their school is twenty miles away.
   c. You can walk to their school in twenty minutes.

3. They left for school at 7:45.
   a. They left school at 7:45.
   b. They left the house at 7:45.
   c. They arrived at school at 7:45.

4. After taking her kids to school, she and a friend went shopping.
   a. After school, she went shopping with a friend.
   b. She went shopping, and then she took her kids to school.
   c. She took her kids to school, and then she went shopping.

Exercise C

Write the answers to the questions. Use full sentences.

1. What did Kathy do before she went downtown?

   _____

2. What time did Kathy stop working on her computer?

   _____

3. What time did Diane and her kids leave for school?

   _____

4. What did Diane do after she drove her kids to school?

   _____

Exercise D

Fill in the blanks using the present progressive or the present tense.

It's 2:00 and Kathy (eat) _____ lunch. She's hungry, so she

(have) _____ a large lunch. She often (have) _____

a large lunch because she (get up) _____ late and (have, not)

_____ time for breakfast.

Exercise E

Fill in the blanks with a form of be going to.

1. At 3:00 Diane _____ pick up her kids.
2. This evening they _____ have dinner early.
3. They _____ eat dinner at 6:00.
4. After dinner she _____ take a class.

Exercise F

Read each answer ("A"), then write the question ("Q").

Example:

Q. Who took a bus this morning?
A. Kathy took a bus to work this morning.

1. Q. Who _____
   A. Kathy didn't drive a car this morning.
2. Q. Does _____
   A. Yes, she does. Kathy often takes a bus.
3. Q. Did _____.
   A. No, she didn't. Diane didn't take a bus this morning.
4. Q. Who _____
   A. Diane goes to a painting class twice a week.
5. Q. What _____
   A. This evening she's going to interview an important person.

Exercise G

Write the answers to the questions. Use short answers.

Example:

Q. Did Kathy take a bus to work this morning?

A. Yes, she did.

1. Did Kathy and Diane both eat breakfast this morning?

   _____

2. Is Kathy going to go to an art class tonight?

   _____

3. Does Diane ever interview people?

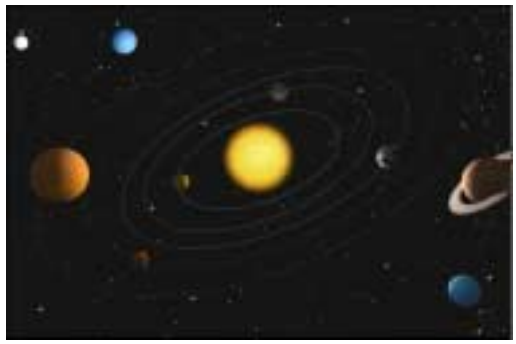
   _____

Our World

This lesson introduces important language for talking about our world: the planets and solar system, life on earth, energy, basic needs, and the environment. You will study how to talk about the conditions necessary for life, cause and effect, and quantity (**enough** vs. **not enough**), and will learn basic scientific terms such as **planet**, **energy** and **pollution**.

Focus 1

Click on *Our Planet, Earth*. Focus on the solar system. Study the first part of the lesson and say the sentences. Use the ABC button, click on the highlighted words and study the glossary screens.



Earth is the only planet where life exists.

It is the third planet from the sun.

Mercury is the closest planet to the sun.

The second closest planet to the sun is Venus.

Focus 2

Click on *Air, Water, and Pollution*. Focus on the basic conditions necessary for life: **water** and **air**. Listen for sentences that say why we need water and air and practice saying the sentences.

Without water and air, there would be no life.

Without enough water, there aren't enough plants and trees.

We need water to grow our food.

Follow-up Practice

List three things you can't do without (e.g., food, music, a car, money, etc. . .) and explain why.

Focus 3

Study the lesson again. Listen for the new sentences. Focus on the sun and practice saying the sentences about it.

Notice the use of would to indicate an unreal or speculative statement.

If we were closer to the sun, it would be too hot for us.

If we were farther from the sun, it would be too cold for us.

Focus 4

Focus on pollution. What sort of problems does pollution cause? What are the causes of pollution? Listen for sentences that answer these questions and practice saying them.

Polluted air makes us sick. It's bad for our health.

Automobiles are a major cause of air pollution

Follow-up Practice

List three causes of pollution in your city or country.

Focus 5

Study the lesson again. Listen for sentences or parts of sentences (relative clauses) that give additional information about something. Click on the highlighted words **that** and **which** and study the glossary screens. See how many examples of **that** or **which** you can find.

It is one of nine planets that travel around our sun.

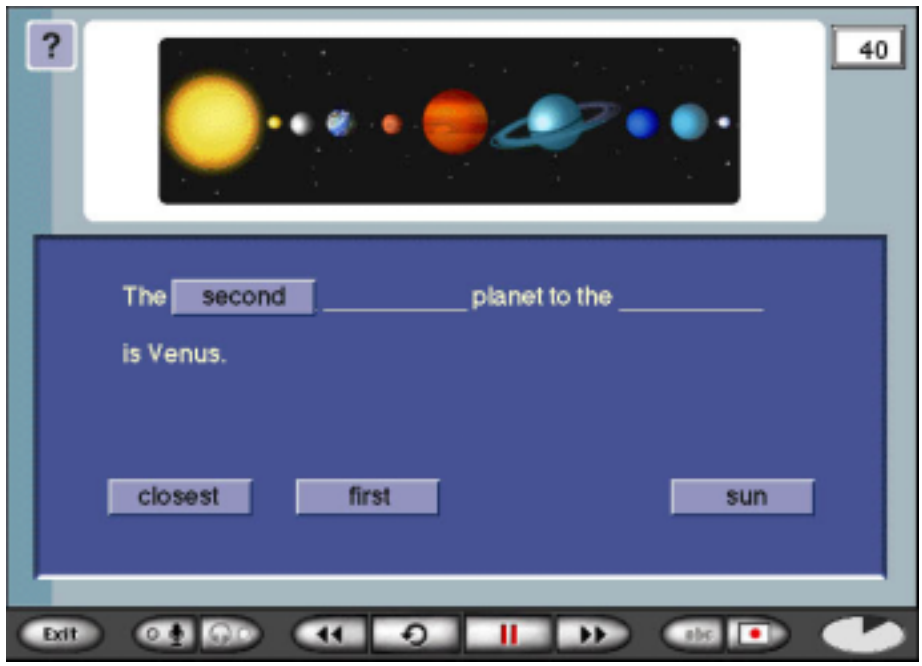
The sun gives us the energy that we need.

Plants and trees produce the air that we breathe.

Focus Exercises

In this lesson you can practice forming sentences.

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



Practice Exercises

Exercise A

Fill in the blank with sun, earth, water, or air.

1. Without the _____ the earth would be too cold for us.
2. We need _____ to breathe.
3. Without enough _____ we can't grow our food.
4. Without the sun there would be no life on _____.

Exercise B

Circle the correct word.

Example:

Automobiles ((cause) / need) pollution.

1. Water (needs / makes) plants grow.
2. Plants (need / cause) water.
3. Pollution (causes / makes) people sick.
4. Pollution (kills / makes) plants die.
5. Factories (need / cause) pollution.
6. (Animals / Automobiles) cause pollution.

Exercise C

Match the part of the sentence on the left with the part on the right.

a. The earth is one of nine planets ____ that is closest to the sun.

b. The sun gives us the energy ____ that travel around the sun.

c. Earth is the only planet ____ that still exists on this planet.

d. Mercury is the planet ____ where life exists.

e. Human beings are one form of life ____ that we need.

Locations

This lesson focuses on spatial relationships, street locations and important places of business. You will learn how to describe and ask questions about places in a city, to give the location of places, and to ask directions.

Focus 1

Click on *City Locations*. Study DynEd City. Click on each of the places on the map to hear about its location. Practice saying the names of the places: department store, police station, etc. Record your voice and compare it with the native speaker model.

Notice the use of **there is/there are** to describe location. Notice the use of prepositions: **on** High Street, **on** the corner, **at** the intersection **of** _____.

The art museum is on High Street.

There is a cafe on the corner of High Street and First Avenue.

There is a gas station at the intersection of High Street and Second Avenue.

There are public restrooms in the park.

Focus 2

Study DynEd City again. Click on each place (including streets and intersections) and listen for sentences that tell where that place is relative to another place. Say the sentences.

The bank is next door to the hotel.

The gas station is next to a subway station.

The university is between First Avenue and Second Avenue.

There is a parking lot across the street from the travel agency.

Focus 3

Click on City Quiz. Listen to the questions and point to the correct answer. Listen for sentences that tell you what you can do at any of these places. Say the sentences.

Follow-up Practice

Describe the location of your home, office, or school.

Example:

My house is across the street from a _____.

My office is two blocks away from a _____.

Focus 4

Click on *Spatial Relations*. Click on each picture and note the use of prepositional phrases such as: **under the __, near the __,** and **on top of the __** . Go to the Glossary and look up the words **under** or **inside** to study a list of common prepositions.

The circle is to the left of the triangle.

The stamp is under the envelope.

The letter is on top of the envelope.

Practice Exercises

Exercise A

Fill in the blanks with these prepositions and prepositional phrases.

across the street from *around the corner from*

between *next door to*

Example:

The department store is *around the corner from* *the hotel.*

1. The park is _____ the university.
2. The museum is _____ the cafe and the movie theatre.
3. The post office is _____ the hotel.
4. The art museum is directly _____ the hotel.
5. The bookstore is _____ the subway entrance.

Exercise B

Complete the sentence.

Example:

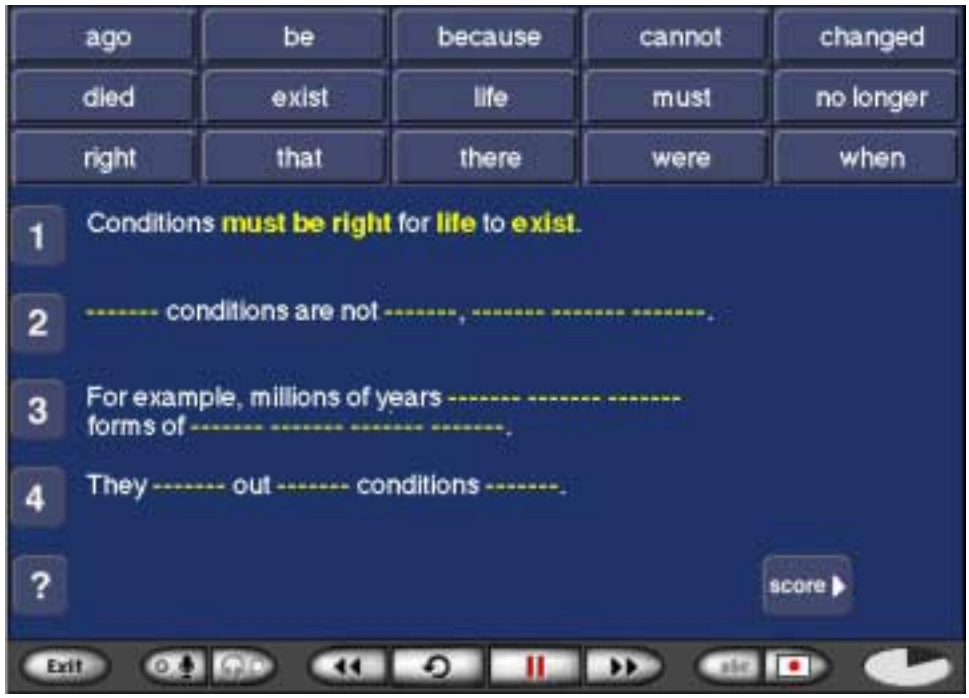
You can buy medicine at *a drugstore.*

1. You can buy clothing and furniture at a _____.
2. You can see a show at the _____ every night at 7:00.
3. You can make airline reservations at a _____.
4. You can cash a check at a _____.
5. Children can play in a _____.

Review Exercises

Dictations

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



To do a dictation, follow these steps:

1. Click on sentence number 1. Use the ***repeat*** button if necessary. This will also pause the program so that you have plenty of time.

2. Look at the words at the top of the screen. Your task is to find the words that go in each blank. Click on the word that goes in the first blank. The word will now be outlined in red. Next, click on the space in the sentence where you want the word to go. When you do this, the word will appear in the blank space. If you make a mistake, you may change your choice by putting a different word in the same place.

3. Continue placing words in the blanks until you have finished the first sentence.

4. Click on sentence number 2 and follow the same procedure as you did for sentence 1. Repeat the procedure for sentences 3 and 4.

5. When you have completed all four sentences, click on ***SCORE***. Watch the screen to see how your answers compare to each of the dictation sentences. Then watch for your score.

6. If your score is less than 65%, you will be asked to redo the dictation. Click on ***YES*** to start the dictation again.

7. If your score is greater than 65%, you will hear each sentence again and your errors will be indicated by colored text. You now have the chance to correct your errors.

8. For example, to correct an error in sentence 1, click on sentence number 1 and listen to the sentence. Then find the correct answer, click on it, and then click on the word in the sentence which you want to replace. If your choice is correct, the word will turn white.

9. When you have finished correcting your errors in the dictation, click on ***END***. You will then have a chance to repeat the same dictation or move on to a different dictation. You may also decide to exit the lesson and return to the main menu.

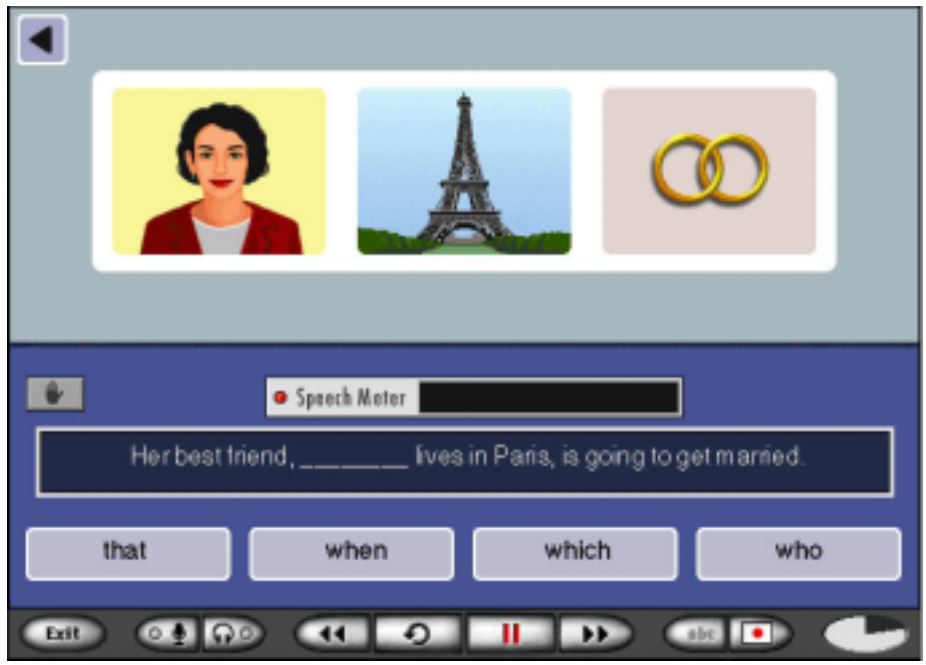
Fill-Ins

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

2. Click on the word you think is the correct answer, or input your answer by speaking the entire sentence—not just the word. The Speech Recognizer is set to listen for complete sentences.

3. If you use speech input, the program will display what it heard you say. If it has heard you correctly, click on ***OK***. If it has not heard you correctly, click on the ***speak again*** button, wait for the Speech Meter to appear, and repeat the sentence. For more information as to how to control the Speech Recognizer, please see the Help menu for Speech.

4. You may listen to your speech by clicking on the ***playback*** button. This is useful for comparing your speech with the native speaker's.



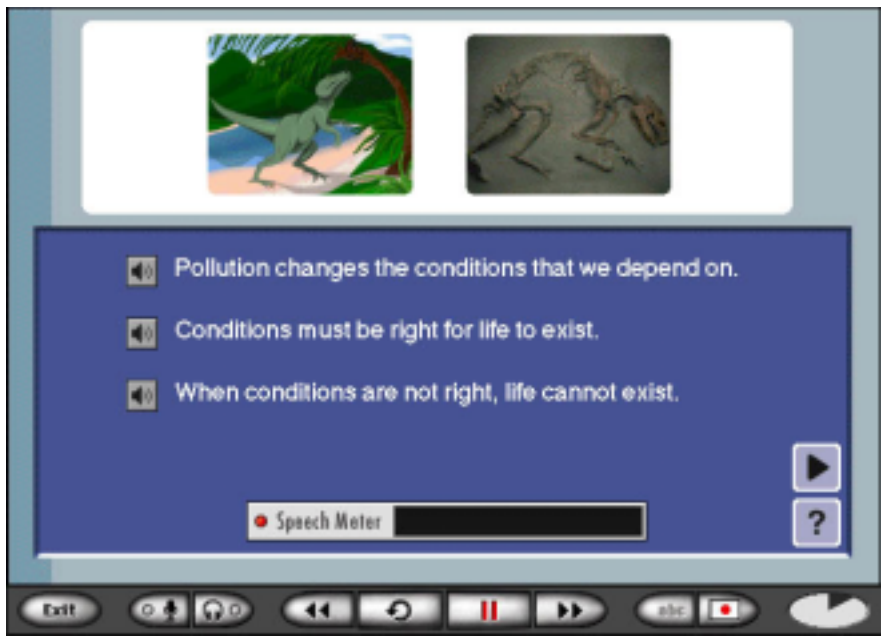
Speech Practice Group 1: Sentence Reading

1. Say one sentence at a time. You may choose to begin with any sentence.

2. If a sentence is recognized, it will be highlighted and spoken.

3. If a sentence is not recognized, you may try again. You can hear the model for the sentence by clicking on the ***speaker*** button next to the sentence.

4. You can practice the sentences as many times as you want. To go on to the next set, click on the right ***arrow*** button at the lower right-hand corner.



Speech Practice Group 2: Answering Questions

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

Speech Practice Group 3: Speech Quiz

1. In Speech Quiz, you will get 15 questions. The questions will be chosen randomly from the first 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 (if available). At several points within the video, you will have an opportunity to participate in the conversation. You will be asked what happens next in the dialogue, and a list of possible answers will appear in the black text box on the right side of the screen. In some instances, more than one of the choices will be an appropriate way to continue the conversation and will be accepted as a correct answer. Decide which sentence you wish to say, and say it clearly when the Speech Meter appears on the screen. If you need instructions regarding Speech Recognition, go to the pull-down menu. You may also select a sentence by clicking on it (rather than saying it.)

5. In the *Hot Seats* segment (if available), you will have an opportunity to interview the people in the video. The possible questions are listed on the right-hand side of the screen in the black text box. Choose the question you would like to ask, and say the question as clearly as possible when the Speech Meter appears. You may also ask a question by clicking on it (rather than saying it).

Appendix A: About Speech Recognition Technology

To the Teacher

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

1. The Speech Recognition activities are extremely useful for speaking practice and for fluency development. However, the level of recognition is not sufficient for detailed pronunciation tutoring. Though the course may help to improve overall pronunciation, it is not a pronunciation course.

2. It may take some time for students to get used to the proper use of the microphone and to speaking within the time limits allowed. With practice there is no problem.

3. The microphone should be placed at an appropriate distance from the student's mouth. Too close or too far will reduce the performance.

4. Sometimes the Speech Recognizer will go out of adjustment and will need to be reset. To reset, go to the Speech pull-down menu and click on Reset or exit the lesson and start again.

5. The Recognizer works best when it is working with a single student in a lesson. If several students take turns with the microphone, the Recognizer may not function well, since the voice levels for each student vary. If students wish to switch, they should go to the Speech pull-down menu and click on Reset or they should exit from the lesson and start again.

Teaching Suggestions

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

1. Vary the speed of the sentence.

2. Try speaking in groups of words (e.g. “he’s going” instead of “he is going”). If that doesn’t work, try separating the words (e.g. “Where are you from?” instead of “Where’re you from?”).

3. Try varying the stress of troublesome words. For example, “fifteen”can be pronounced with two stress patterns:“fifTEEN” and “FIFteen.” The second pronunciation can be confused with the word “FIFty.”

4. Help students find patterns of words that cause them difficulty. For example, “her” and “are” both end with an **r** sound. Then students should listen to that **r** sound when spoken by the native speaker.

5. Please note that if the Expert level is checked in the Speech pull-down menu, the student may have more difficulty. At this level, the Recognizer will be stricter. Typically, students score 10-15% less when the Expert level is checked.

6. A clear speaking native speaker will generally be recognized at an 85-95% rate when speaking at a moderate speed using the Expert level.
   For beginning students with poor pronunciation, the recognition rate may be 60-80% at first. With practice they will improve fairly rapidly at the Beginner level. When they feel confident, they should try the Intermediate level which will give them more detailed feedback.

7. With all Speech Recognition activities, students should listen to their own voices. This is recorded automatically. Click on the Playback button to hear the student’s recorded voice. Then click on the Repeat button to hear the native speaker. Students may need to experiment with this at first until they learn how to do it.

To the Student

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

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

Appendix B: Verb Markers

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

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

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

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

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

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

3+5	*has been sold*	*(correct)*
5+3	*be had sold*	*(incorrect)*

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

1+2+3	*would have made*	*(correct)*
1+2+1+3	*would had made*	*(incorrect)*

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

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

Appendix C: Answer Key for Practice Exercises

DAILY ACTIVITIES

Daily Activities Practice Exercise A

This morning Kathy got up at 9:15.

She didn't have time for breakfast.

She just had a cup of coffee.

Then she worked on her computer until 11:30.

At 11:45 she left home and took a bus downtown.

She went to her office.

Daily Activities Practice Exercise B

1. a
2. a
3. b
4. c

Daily Activities Practice Exercise C

1. She had a cup of coffee and worked on her computer.
2. She worked until 11:30.
3. They left for school at 7:45.
4. (After taking her kids to school,) Diane went shopping with a friend.

Daily Activities Practice Exercise D

It's two o'clock and Kathy is eating lunch.

She's hungry, so she's having a large lunch.

She often has a large lunch because she gets up late and doesn't have time for breakfast.

Daily Activities Practice Exercise E

1. is going to OR --'s going to
2. are going to OR --'re going to
3. are going to OR --'re going to
4. is going to OR --'s going to

Daily Activities Practice Exercise F

1. Who didn’t drive a car this morning?
2. Does Kathy ever take a bus?
3. Did Diane take a bus this morning?
4. Who has a painting class?
5. What is Kathy going to do this evening?

Daily Activities Practice Exercise G

1. No, they didn’t.
2. No, she isn’t.
3. No, she doesn’t.

OUR WORLD

Our World Practice Exercise A

1. sun
2. air 4.
3. water
4. earth

Our World Practice Exercise B

1. makes
2. need
3. makes
4. makes
5. cause
6. Automobiles

Our World Practice Exercise C

d, a, e, c, b

LOCATIONS

Locations Practice Exercise A

1. across the street from
2. between
3. around the corner from
4. across the street from
5. around the corner from

Locations Practice Exercise B

1. department store
2. movie theatre
3. travel agency
4. bank
5. playground

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