New Dynamic English

Study Guide

Module 5

Contents

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.)
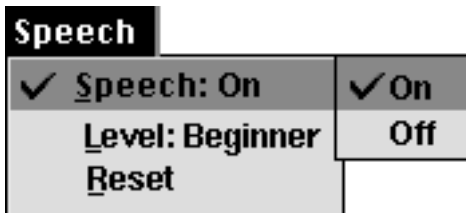
Before Using Speech Recognition

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.

On a Trip

In the context of a trip to Europe, you will learn how to express more detailed information about your life: past, present and future. This lesson introduces the present perfect, **have + V(n)**, and focuses on the difference between events, **She went to Paris**, and experience**, She has been to Paris.**

Focus 1

Click on *A Paris Vacation* and learn about Kathy's first days in Paris. Focus on Kathy's friend and her new husband. Practice saying the sentences that tell what they have done on the weekend and what they are going to do this week.

The wedding was yesterday.

After the wedding, the newly-weds left for a skiing trip.

They plan to stay there until Thursday.

Then they will travel on to Salzburg.

Follow-up Practice

Talk about what you did last weekend and what you are going to do next weekend.

Focus 2

Click on *Today's Activities*. Focus on Kathy's activities in Paris today. What has she done? What is she doing now? What is she going to do later?

This morning she took a walk through the streets of Paris.

This evening she's going to have dinner with Pierre.

Now she's at the Louvre, the famous art museum.

She has been there for two hours, since 11:30.

Follow-up Practice

Talk about what you have done, what you are doing, and what you are going to do today.

Example:

This morning, I ____ . Now I am ___ . I have been here for/since ___ . Tonight I _____ .

Focus 3

Click on *Florence and Beyond*. Listen to the lesson about Kathy's trip to other cities in Europe. Find out which cities she is going to visit, what she is going to do there, and whether she has been there before.

She's going to take a train to Salzburg.

She has never been to Salzburg.

Follow-up Practice

Practice talking about places you have been.

Example:

I have been to _____ . I went there _____ years ago. I have never been to _____ .

Question Practice

1. To make a question by using the mouse, click on the correct sequence of words. For example, the sequence: (1) [when] (2) [was] (3) [her flight] (4) [supposed to] (5) [arrive] makes the question "When was her flight supposed to arrive?" 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 "When was her flight supposed to arrive?" 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 blank with the past participle V(n) of the indicated verb.

Example:

Kathy has (be) been in Paris before.

1. It is the first vacation she has (have) _____ in a long time.

2. This isn't the first time she has (be) _____ in Paris.

3. Kathy has never (be) _____ to Florence.

4. Kathy has (visit) _____ Rome.

Exercise B

Answer the questions. Use full sentences.

Examples:

Has Kathy been to Paris before?
Yes, Kathy has been to Paris two times before.

1. Has Kathy ever been to Salzburg?

   _____

2. Has Kathy ever been to Rome?

   _____

Exercise C

Complete the sentences with either the past tense **V(d)** or the present perfect form **have + V(n)** of the verb.

1. Has Kathy been in Paris before?

   Yes, she has. This is the third time she (be) has been in Paris. She first

   (come) _____ to Paris as a student, ten years ago. Two years

   ago she (come) _____ on business.

2. What other European cities has Kathy visited?

   She (be) _____ to Rome. She (visit) _____

   Rome the last time she was in Italy.

Exercise D

Rewrite the sentences using **for** instead of **since**.

Examples:

*It's 1994. She has known Pierre **since** 1992.*
*She has known Pierre **for** two years.*

1. Today is Monday. She has been in Paris since Saturday.

   _____

2. It's now 1:30. She has been at the Louvre since 11:30.

   _____

3. It's 1994. She hasn't been to Paris since 1992.

   _____

Exercise E

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

Example:

Q. Has Kathy been to Paris before?

A. Yes, she has. This is the third time she has been in Paris.

1. Q. When _____
     A. Kathy arrived in Paris the day before yesterday.

2. Q. How long _____
     A. She has been in Paris for two days, since Saturday.

3. Q. When _____
     A. Her flight was supposed to arrive at 1:00.

4. Q. Has _____
     A. Yes, she has. At 9:00 she had a cup of coffee in a small cafe.

5. Q. Who _____
     A. She is going to meet Pierre for dinner tonight.

6. Q. Has _____
     A. No, she hasn't. This will be her first time in Salzburg.

7. Q. Who _____
     A. Mozart was born in Salzburg.

Energy Sources

This lesson will prepare you for discussions about our environment and problems of pollution. You will learn important scientific terms such as: **fossil fuels, waste gases, acid rain**, **radiation**, and **global warming**. Language points include classification, cause and effect, conditionals, and the passive voice.

Focus 1

Click on *Our Energy Needs*. Listen for sentences that say why we need energy. Identify the different kinds of energy discussed in this lesson. Use the translation button for help with difficult vocabulary.

We need energy for heat, for light, and for transportation.

Fossil fuels are an important source of energy.

Focus 2

Click on *What about the Future?* Focus on fossil fuels and the problems associated with them. Listen carefully to the sentences that say why we must reduce our use of fossil fuels. Pay special attention to the discussion of air pollution and global warming.

One of the main problems we now face is how to reduce the use of fossil fuels.

One reason is that the supply of fossil fuels is running out.

Focus 3

Focus on nuclear power and hydroelectric power. Listen for sentences that give the advantages and disadvantages of these energy sources. Practice saying these sentences.
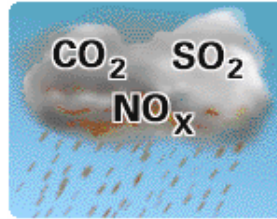
Nuclear reactors are not completely safe.

The radiation from nuclear waste products is very dangerous.

Focus 4

Listen to the whole lesson again. Focus on the sentences about cause and effect. Study these sentences carefully.

Burning fossil fuels causes air pollution.

Air pollution causes acid rain, which is killing many of our trees.

Waste gases enter our atmosphere and cause pollution, which damages our environment.

Focus 5

Focus on how electricity is produced. What energy sources are used to produce electricity? Notice the use of the passive **be + V(n)** to describe how electricity is produced.

Solar cells can convert sunlight directly into electricity.

The energy of falling water is converted into electricity.

Follow-up Practice

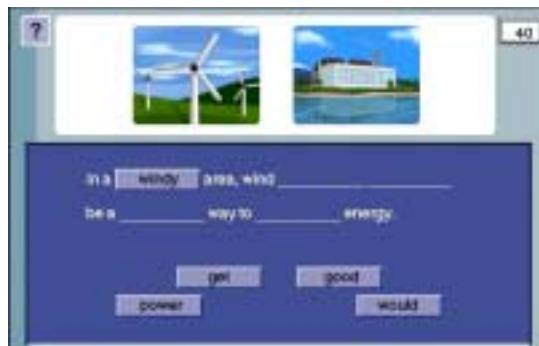*What are the major sources of energy in your city?*

What do you think will be major sources of energy fifty years from now?

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

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

a. Carbon gases   _____ causes health problems.

b. Acid rain kills   _____ kill fish and birds.

c. Radiation   _____ acid rain.

d. Oil spills   _____ problems for fish.

e. Dams cause   _____ cause global warming.

f. Air pollution causes   _____ forests.

Exercise B

Fill in the blanks with cause or result.

Example:

One result of an oil spill is the death of fish and other wildlife.

1. Pollution is a _____ of burning fossil fuels.

2. One _____ of acid rain is the death of trees.

3. Oil spills are a _____ of death to fish and birds.

4. Burning fossil fuels is a _____ of pollution.

Exercise C

Fill in the blank with the passive form.

Example:

Energy (need) is needed to run our factories.

1. Fossil fuels (burn) _____ to generate electricity.

2. Dams (use) _____ to generate power.

3. Forests (kill) _____ by acid rain.

4. Acid rain (cause) _____ by air pollution.

Exercise D

Write a new sentence with the same meaning using the passive **be** + **V(n)**.

Example:
We burn fossil fuels to generate electricity.
Fossil fuels are burned to generate electricity.

1. We convert the energy of falling water into electricity.

   _____

2. Burning fossil fuels produces waste gases.

   _____

3. Burning fossil fuels causes air pollution.

   _____

4. Solar cells convert sunlight into electricity.

   _____

Directions

This lesson focuses on giving directions and on spatial relationships, street locations and important places of business. You will learn how to describe locations within a rectangular area (for example, upper left-hand corner) and how to follow spoken directions to places within a city.

Focus 1

Click on *City Directions*. Select DynEd City. Click on each place on the map and listen to the directions about how to get there. Follow the directions with the mouse and practice saying the sentences.

Notice the different ways to give directions: **turn right, make a right, take a right**.

> *Go out the front door of the hotel.*   *Turn right.*
> *Go to the corner.*   *Cross the street.*

Focus 2

Click on *City Quiz* and listen to the directions. Follow the directions with your mouse and click on the final location. After you have chosen the correct location, listen to and record the sentences describing the location of each place.

> *The art museum is directly across from the hotel.*
> *The hospital is one block west of the hotel.*

Follow-up Practice

Practice giving directions from your home to a nearby location. Use the expressions you have learned: ***Turn right****,* ***go straight****,* ***cross the street****, etc.*

Focus 3

Click on *Spatial Relations*. Focus on locations on the grid. Click on each square and listen. Practice saying and recording the sentences. For extra practice, try to say the location of the square before you click on it.

The expressions in this lesson are very useful for understanding English instructions in school or in the workplace.

This is the upper right-hand corner.

This is the second square in the top row.

Focus 4

Click again on *Spatial Relations*. Focus on locations. Click on the middle square to bring up the Question Box. Click on the Question Box and practice answering the questions.

What color is the flower in the first square of the middle row?

What animal is in the bottom row, second from the right?

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Follow-up Practice

Point out three subjects or people by referring to their locations.
Example:

The person near the door is ____.

The third person from the left is _____.

Focus 5

Click again on *City Quiz* and listen to the directions. Click on a location that is NOT CORRECT. Listen to what the program says. Practice saying these sentences. Then follow the directions and click on the CORRECT location. Notice the use of the expression **You should have ....** to refer to what someone should have done but didn't do.

> *You went too far.*   *You didn't go far enough.*
>
> *You went west but you should have gone east.*

Follow-up Practice

What is something you should have done, but didn't?

Example:

I should have studied harder, but I watched television instead.

Practice Exercises

Exercise A

Complete the sentences.
Example:
I is the <u>second</u> from the right in the <u>middle</u> row.

A	B	C	D	E
F	G	H	I	J
K	L	M	N	O

1. G is the _____ from the left in the _____ row.

2. H is in the _____ of the _____ row.

3. E is in the upper _____ -hand corner.

4. N is second from the _____ in the _____ row.

5. K is in the _____ left corner.

6. *C is the _____ square in the _____ row.*

Exercise B

Write down the directions to these places from the hotel.

Example:

Police Station

Go out the front door of the hotel. Turn left. Cross First Avenue. Go straight. It's on your left, next to the hospital.
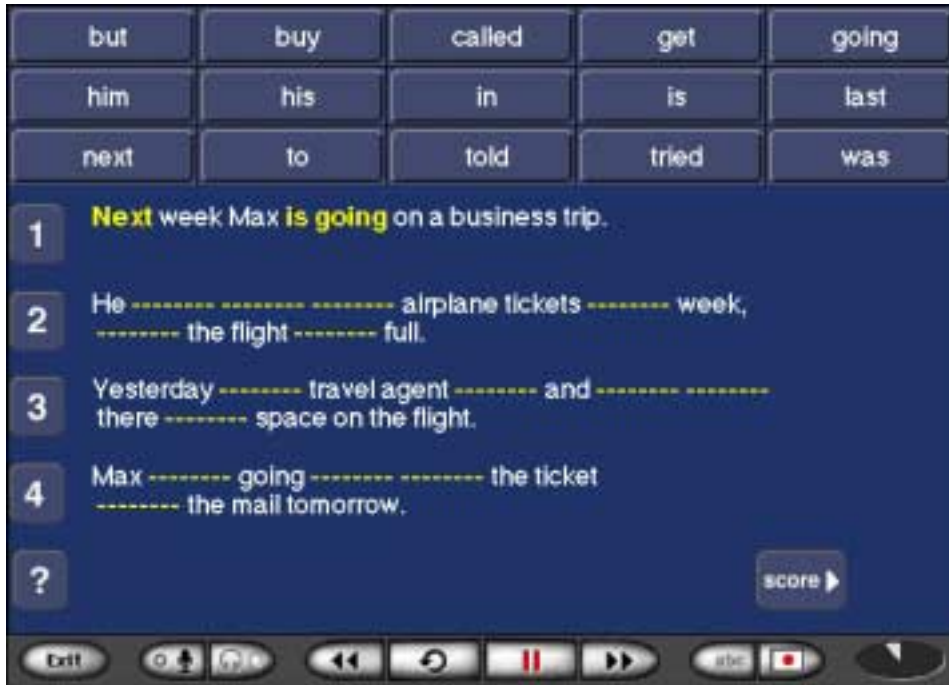
Park:

_____

_____

Post Office:

_____

_____

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.
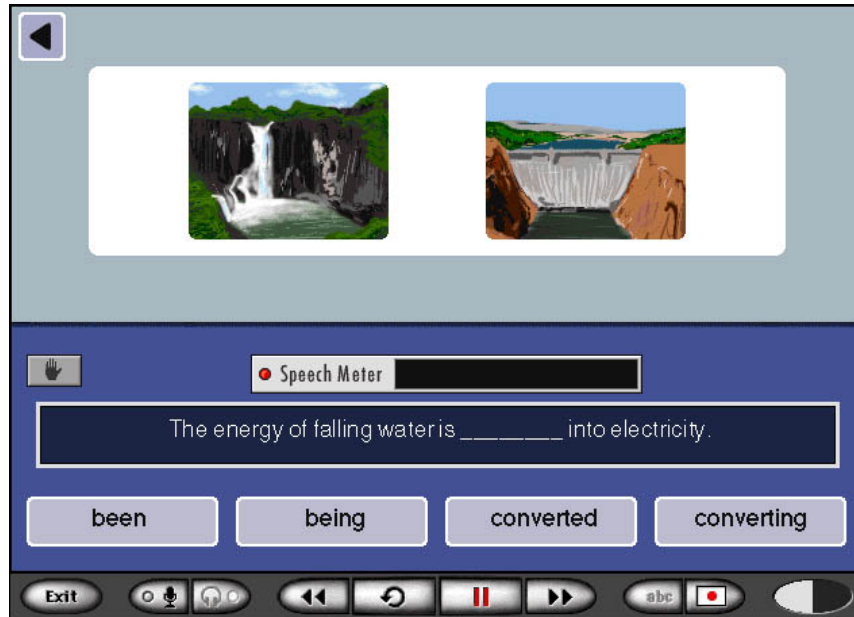
but	buy	called	get	going
him	his	in	is	last
next	to	told	tried	was

1 Next week Max is going on a business trip.

2 He ――――― ――――― ――――― airplane tickets ――――― week, ――――― the flight ――――― full.

3 Yesterday ――――― travel agent ――――― and ――――― ――――― there ――――― space on the flight.

4 Max ――――― going ――――― ――――― the ticket ――――― the mail tomorrow.

?   score ▶

To do a dictation, follow these steps:

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

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

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

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

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

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

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

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

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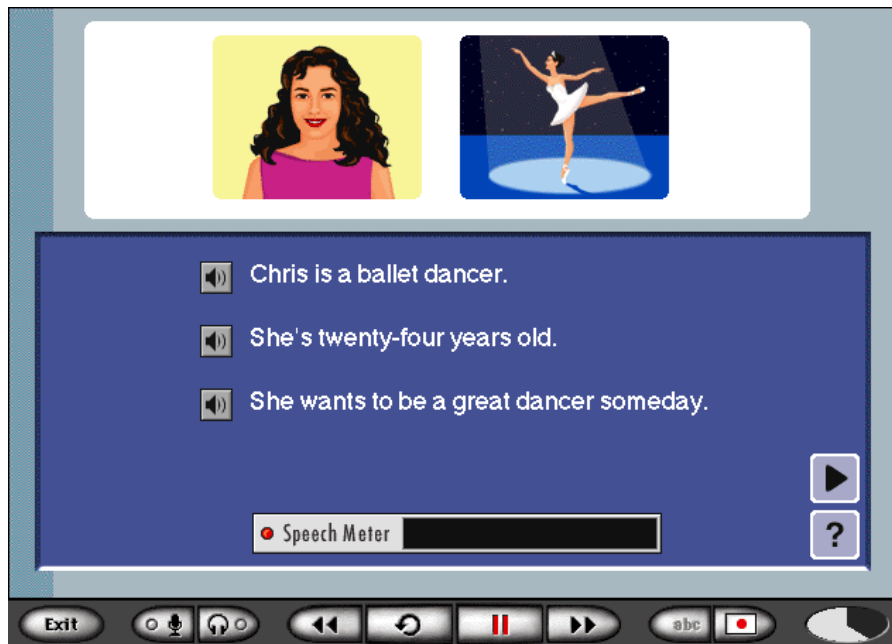
Fill-Ins

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

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

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

4. You may listen to your speech by clicking on the *playback* button. This is useful for comparing your speech with the native speaker's.
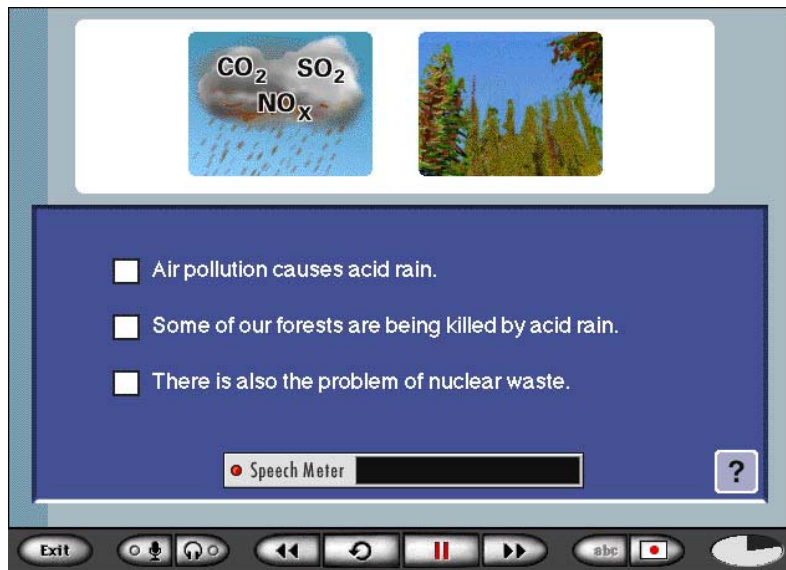
Speech Practice Group 1: Sentence Reading

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

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

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

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

Speech Practice Group 2: Answering Questions

1. Listen carefully to the question, and read the answer choices.

2. Decide which sentence best answers the question. If you need time to think, please use the *pause* button. When you are ready to speak, click on the *play* button.

3. When the Speech Meter appears, speak your answer. You can also answer the question by clicking on the check box or the sentence.

4. If your answer is recognized, a check mark will appear in the box next to it, whether your answer is correct or not.

5. If you answer correctly and are recognized, the sentence will be highlighted.

Speech Practice Group 3: Speech Quiz

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

2. Your score will appear in the upper right-hand corner of the screen. Note that if a question is from Sentence Reading, you can speak the same sentence as many times as you want, but you get points only the first time it is recognized.

3. The way you answer the question in Speech Quiz is the same as in the other groups of Speech Practice.

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.)

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

ON A TRIP

On a Trip Practice Exercise A

1. had
2. been
3. been
4. visited

On a Trip Practice Exercise B

1. No, Kathy has never been to Salzburg.
2. Yes, she has been to Rome.

On a Trip Practice Exercise C

1. Yes, she has. This is the third time she has been in Paris. She first came to   Paris as a student, ten years ago. Two years ago she came on business.
2. She has been to Rome. She visited Rome the last time she was in Italy.

On a Trip Practice Exercise D

1. She has been in Paris for two days.
2. She has been at the Louvre for two hours.
3. She hasn't been to Paris for two years.

On a Trip Practice Exercise E

1. When did Kathy arrive in Paris?
2. How long has Kathy been in Paris?
3. When was her flight supposed to arrive?
4. Has Kathy had any coffee yet today?
5. Who is Kathy going to meet for dinner tonight?
6. Has Kathy ever been to Salzburg? OR

   Has Kathy been to Salzburg before?
7. Who was born in Salzburg?

ENERGY SOURCES

Energy Sources Practice Exercise A

c, d, f, e, a, b

Energy Sources Practice Exercise B

1. result
2. result
3. cause
4. cause

Energy Sources Practice Exercise C

1. are burned
2. are used
3. are killed
4. is caused

Energy Sources Practice Exercise D

1. The energy of falling water is converted into electricity.
2. Waste gases are produced by burning fossil fuels.
3. Air pollution is caused by burning fossil fuels.
4. Sunlight is converted into electricity by solar cells.

DIRECTIONS

Directions Practice Exercise A

1. second, middle
2. center, middle
3. right
4. right, bottom
5. lower
6. third, first

Directions Practice Exercise B

Park

For example: Go out the front door of the hotel. Turn left. Go to the end of the block. Turn right and cross High Street. Turn left. Cross First Avenue. It's on the corner.

Post Office

For example: Go out the door of the hotel. Turn left. Go to the corner. Turn left. It will be on your left, in the middle of the block.

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