# *New* *Dynamic English*

## *Study Guide*

### *Module 8*

# 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

**● Speech Meter** ▮▮▮

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.

**Speech**

| ✓ **Speech: On** | ✓ On |
| **Level: Beginner** | Off |
| **Reset** | |
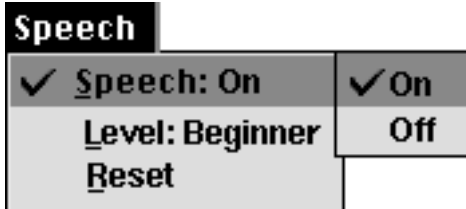
To turn the Speech Recognizer off or on, select On or
Off from the Speech pull-down menu.

**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.
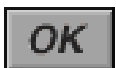
**OK Button:**  Sometimes the Recognizer wants to show you what it thinks you said.
The text will be displayed, and the OK button will appear.  Click OK if the text is
what you intended to say.  If not, then click on the *speak again* button.

**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.

# The Secret Code

In this lesson, you will have an opportunity to solve a mystery story.  You will be presented with information and then be asked to make inferences from the information (in the same way that a detective would).  During this lesson, you will learn how to use conditionals with modals such as must, might and could to make inferences.

## Focus 1

Focus on the background information behind the mystery story in Setting the Trap.  Make a list of the events that occurred at the following points in time in the story:  six weeks ago, Thursday, Friday and Monday.
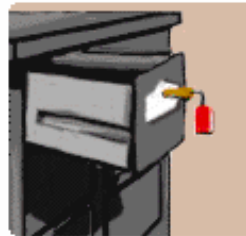
A.  The simple past tense is used when one is describing a sequence of past events.  Typically, the events are presumed to occur in the order in which they are mentioned.  The connector **then** can be used to emphasize that one event came after another.

*Before leaving, he changed the passwords and wrote them into his book.*  ***Then****, he locked the drawer.*

   1.  *He changed the passwords.*
   2.  *He wrote them in his book.*
   3.  *He locked the drawer.*

B.  Use of the past perfect indicates that the event has already been completed by the time it is mentioned.  Consequently, the event in the past perfect may have occurred earlier than the event in the simple past, even though it is mentioned later, as in the example below:

*Bob became suspicious that someone had opened his desk drawer.*

   1.  *Someone may have opened his desk drawer.*
   2.  *Bob became suspicious about it.*

C.  The passive sentence structure (without the word **by**) can be used to talk about events without specifying who did them.  Since the thief is still unknown at this point in the story, he or she cannot be mentioned by name.

   *It kept a record of when the files **were opened**.*
   *It also made a record of any passwords which **were used.***
   *Then, he checked to see when his desk **had been opened**.*

## Follow-up Practice

Think about the last time you went out for the evening. Describe the series of events that occurred during the evening using the simple past, the adverb *then*, and the past perfect.


## Focus 2

Focus on *The Suspects*. Click on each suspect and listen carefully to the information provided. You will also see the information about each suspect summarized in notes on the screen. In order to prepare for the next section (The Investigation), you should make a summary chart of who could have been at the office at different times over the weekend. A sample chart is provided below with the information for Shirley already filled in. You may also want to take some notes on the personal histories and possible motives of the suspects.
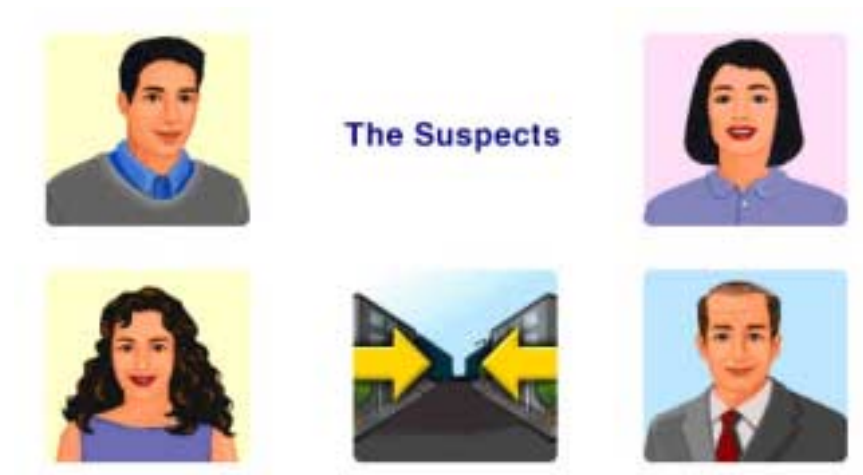
**The Suspects**

## Suspect Summary Chart

|  | Saturday | Sunday |
|---|---|---|
| Shirley Long | Left office by 11:00 A.M. | Was in Europe - not in office |
| Phil Rose |  |  |
| Leslie Ho |  |  |
| Dan Carter |  |  |

## Focus 3

Focus on *The Investigation*. Listen carefully to the information provided at the beginning of the section, and add any new information to your notes. You should note that the files were accessed both on Saturday and on Sunday. You should use your notes when you are making inferences in this section.

Please note that the following pairs of sentences are logically equivalent:

*It could have been Shirley (who did it) = Shirley could have done it*
*If it was Shirley (who did it) . . . = If Shirley did it . . .*

Notice that logical inferences are typically expressed by conditional statements or cause/effect statements. The part with **if** or **because/since** gives the condition or reason behind the inference. The strength of the logical judgment is indicated by which modal is used, as is shown in the table below.

| Modal | Logical Judgment |
|---|---|
| must | logical necessity |
| might | logical possibility |
| could | logical ability/potential |
| could not | no ability/potential = logical impossibility |

Example:

*Since nobody opened Bob's drawer, there must have been another way to find the codes.*
*If Shirley went to the office on Saturday, she might have gotten the codes.*
*Shirley could have done it because she knows about computers.*
*Leslie couldn't have done it by herself because she wasn't in the office on Sunday.*

## Interactive Exercise: Focus Exercises

Click and drag the words and phrases into their correct order in the sentence. In most cases, you will not use all of the words and phrases provided.

## Focus 4

Focus on *Guilty or Not Guilty*.  Listen carefully to the final piece of evidence.  This evidence will enable you to determine who committed the crime.  After you decide on the solution, mark guilty or not guilty next to each suspect on the screen.  If you are correct, you will hear additional information about the solution.  If you are wrong, you must go back and review the evidence.  You will not be allowed to guess again until you have completely reviewed at least one section of the lesson, including the True/False questions.  Be aware that when you return to the *Guilty/Not Guilty* section, you may be presented with a different final piece of evidence (which would therefore require a different solution).

## The Suspects

| | | | | |
|---|---|---|---|---|
| Guilty | | | | |
| Not Guilty | | | | |

## Practice Exercises

### Exercise A

Match the person with the statement.

a. He couldn't have done it alone because he doesn't know anything about computers.
b. He might have done it since he needs to pay for gambling debts.
c. He installed an alarm in his drawer, so he would know if it had been opened.
d. She might have done it because her husband is sick, and they need money.
e. She couldn't have done it alone, since she was in Europe on Sunday.

**Shirley**



_____

**Phil**



_____

**Bob**



_____

**Dan**



_____

**Leslie**



_____

## Exercise B

Fill in the blank with the form of the verb that best fits the context.   You need to consider both tense (past or past perfect) and voice (active or passive).  In some instances, both the past and the past perfect are possible.

1.  About six weeks ago, Bob became suspicious that someone *(get)*_____
    into his drawer.  He wasn't sure, but it looked as though things *(move)*
    _____.  Bob kept a small code book.  He generally *(change)*
    _____ the passwords every week or two, and the book was where he
    wrote them down. He wasn't sure if anyone *(look)* _____in the book.
    The first thing he did was write a program that monitored access to his files.   It kept a record
    of when the files *(open)* _____.   It also made a record of any
    passwords which *(use)* _____.

2.  Early Monday morning, Bob *(arrive)* _____ at the office and checked
    the computer.  He discovered that someone *(access)* _____ his files
    twice during the weekend.  He looked at the times and *(make)* _____ a
    note of them.  Then he *(check)* _____ to see when his desk *(open)*
    _____.

## Exercise C

Read the facts, and then choose the **strongest** inference (negative or positive) that can be made from the facts provided.  Use only the facts provided below.

1.  Facts:  No one opened the desk drawer containing the new codes.  The files had been
    accessed, and the codes were the only way to access the files.

    > a . *There might have been another way to access the codes.*
    > b. *There must have been another way to access the codes.*
    > c. *There couldn't have been another way to access the codes.*

2.  Facts:  Whoever it was who wrote the program knows about computers.  Dan knows a lot
    about computers.  Phil doesn't know anything about computers.

    > a. *Dan must have written the program.*
    > b. *Phil might have written the program.*
    > c. *Phil must not have written the program.*

3.  <u>Facts</u>:  Shirley's flight left at 1:00 P.M. and she checked in around noon.  It takes at least an hour to drive from the office to the airport.

    a.  *Shirley might have been in the office at 11:30 A.M.*
    b.  *Shirley must have been in the office at 9:00 A.M.*
    c.  *Shirley couldn't have been in the office at noon.*

4.  <u>Facts</u>:  Dan was in the office after 2:00 P.M. on Saturday afternoon but not on Sunday, and Leslie was in the office on Saturday afternoon too.  Phil went into the office on Sunday for a couple of hours, but he didn't go into the office on Saturday.  The files were accessed on both Saturday and Sunday.

    a.  *If the files were accessed on Saturday morning, it might have been Dan.*
    b.  *Since the files were accessed on both Saturday and Sunday, neither Dan nor Phil could have done it alone.*
    c.  *Dan must have done it if the files were accessed on Saturday afternoon.*

5.  <u>Facts</u>:  Leslie was with her husband at the hospital until 11:00 A.M.  She came into the office on Saturday after leaving the hospital.  Leslie's husband is very sick and they need money.

    a.  *Leslie must have done it because she and her husband need money.*
    b.  *Since Leslie needs money, she might have done it.*
    c.  *Leslie couldn't have done it if the files were accessed Saturday afternoon*

.

18

# Matrix Vocabulary

## Vocabulary Practice

*Vocabulary Practice* is an enjoyable way to learn new vocabulary and develop your listening comprehension.  Five subject areas are covered.



To start, click on one of the five icons on the left side of the screen to select the subject you want to study.

Then click on each of the pictures in the center of the screen to hear the sentences for each.  Next, click on Quiz and you will hear a question.  When you hear the question, please click on the correct answer.

When you want to change subjects, click on one of the icons on the left side of the screen.

## Matrix Game

The Matrix Game lets you test what you have learned in *Vocabulary Practice*.  Listen to the questions and click on the correct answers.  You will have 3 to 5 minutes to answer as many questions as you can.  When you are finished, check your score and play again.  Try to improve your score.

# UFOs: For and Against

In this lesson, you will hear arguments FOR and AGAINST the possible existence of UFOs. You will learn how to present arguments and how to use notes to remember the main points of arguments. You will also become familiar with specific language that is used in argumentation. The sections on Drake's Equation and Relativity provide additional background information.

## Focus 1

Listen to the entire Arguments: For and Against section. Try to hear when the lesson shifts from presenting one side of the argument to the other. Notice that the arguments and the supporting evidence for the two sides are summarized in notes in the bottom half of the screen. You may refer to these notes when you answer the TRUE/FALSE questions. After hearing the arguments for the first time, which side do you think is right?

## Focus 2

Focus on the opening argument FOR the possible existence of UFOs and the counter-argument made by the AGAINST side. Notice that the AGAINST side does not deny that intelligent life may exist elsewhere. Instead, the AGAINST side demonstrates why it would be impossible for aliens to travel here. Notice that *would* is used in the sentences that imagine what alien space travel would be like if it were possible.
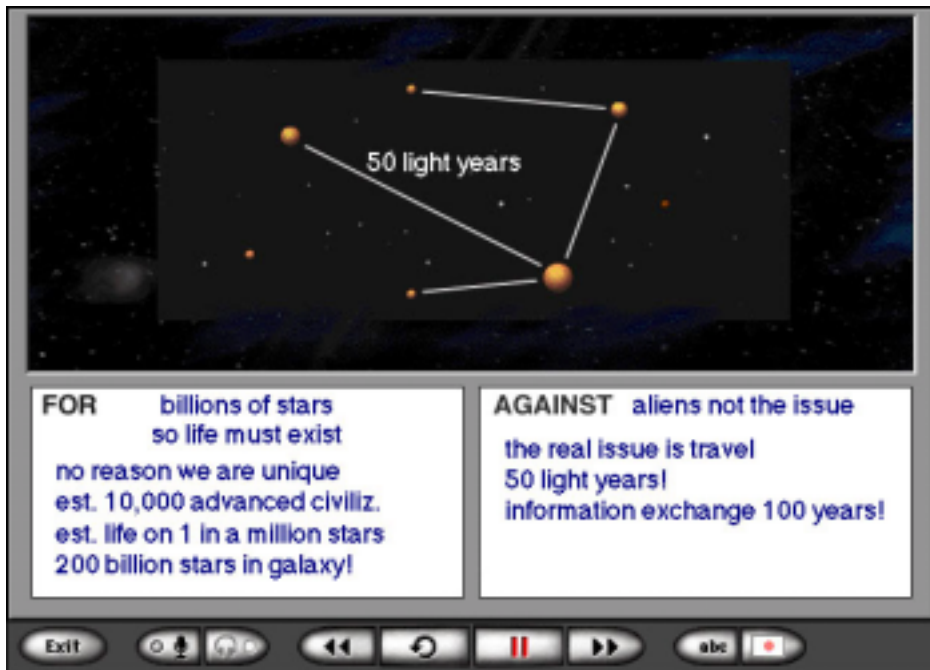


*This means that an exchange of information **would** take 10 years.*

*A journey of this distance **would** be impractical for even an advanced civilization.*

*This means that an infinite amount of energy **would** be required to accelerate it to a higher speed.*

Notice the phrases used to present the assumptions behind the arguments:

***Given the fact that** there are one billion stars like ours, it is hard to believe that intelligent life exists only on earth.*

***Some scientists estimate that** as many as 10,000 advanced civilizations exist in our galaxy.*

***It has been well-established that** nothing can travel faster than the speed of light.*

## Focus 3

Focus on the responses to the light barrier argument (the claim that nothing can travel faster than the speed of light). Notice that the FOR side first concedes that the light barrier argument seems persuasive, but then attacks it as just another (possibly incorrect) scientific theory. The AGAINST side argues that even though scientific theories can be wrong, all of the evidence is against faster-than-light travel, so we should not believe that it is possible.

Compare the concluding statements made by the two opposing sides (shown below). Which statement do you think is presented more convincingly? Notice that the introductory *it isn't unreasonable to think that* . . . and the modal *might* are indicative of a weak claim.

### *For*

*It isn't unreasonable to think that such a civilization might have discovered a way to travel near or beyond the speed of light.*

### *Against*

*There is no evidence to indicate that anything can travel faster than light. On the contrary, all the evidence is against faster-than-light travel.*

## Focus 4

Focus on the arguments relating to the UFO reports. While the FOR side presents evidence that UFOs have been seen, the AGAINST side argues that this evidence, including the Roswell video, must be fake. Notice that the FOR side anticipates that the AGAINST side will claim that the video is a fake, and tries to weaken the effect of this argument by mentioning it first. Which side do you find more convincing? Do you agree that all of the UFO evidence is fake or somehow explainable? Notice that phrases such as *who claim that* and *is supposed to have* weaken the claims made by the FOR side. Phrases such as *in fact* and *there is no reason to believe* present the claims made by the AGAINST side in a strong way.
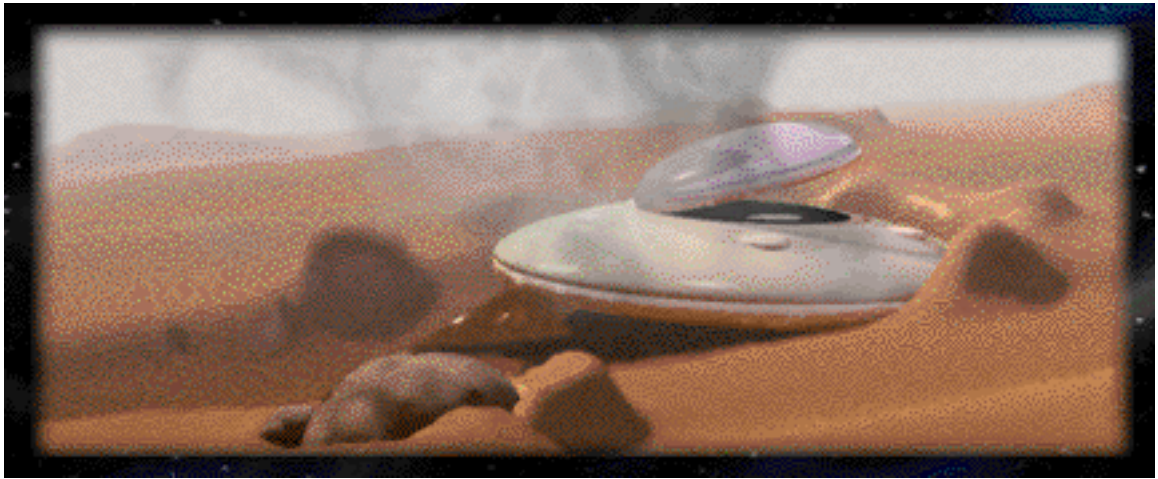


*For*

*In one case, an alien space craft is supposed to have crashed near Roswell, New Mexico in 1947. A video even shows one of the dead aliens being examined at an American military base. Of course, skeptics say the video is a fake.*

*Against*

*The Roswell video is, in fact, a clever fake. If such a thing had really happened, there would have been no way to cover it up. There is no reason to believe that the American government would have or even could have hidden the truth for so long.*

# Focus 5

Focus on the closing arguments. The **FOR** side argues that we should keep an open mind about possibilities beyond our understanding, such as UFOs. The **AGAINST** side counters that beliefs can be dangerous, so we should not have beliefs that cannot be supported by scientific evidence. Notice that both sides use historical examples to support their arguments. Which example do you find more convincing? Why?

*For*

*However, if we compare what we know now with what we knew two hundred years ago, we can be sure that there will be surprises in the future. How many of us would have believed that the entire universe was at one time smaller than a single atom?*

*Against*

*Our beliefs can be used against us. For example, the Aztecs believed that human sacrifice was necessary to ensure that the sun would rise each day. As a result, hundreds of thousand of people were killed.*

Notice that, as an argumentation strategy, both sides make small or implied concessions to the other side, but then quickly return to their own points. Notice that phrases such as *however* and *on the other hand* can indicate a shift back to the other side of the argument.

*For*

*[concession]  The scientific evidence seems convincing.*
*[return to argument]  However, if we compare what we knew two hundred years ago to what we know now, we can be sure that there will be surprises in the future.*

*Against*

*[concession]  Imagination is a great thing.*
*[return to argument]  However, we must be able to find a balance between wishful thinking and fact. Otherwise, our beliefs can be used against us.*

*For*

*[concession]  While it is true that many UFO incidents can be explained,*
*[return to argument]  it is also true that a number of incidents remain unsolved.*

*Against*

*[concession]  There are many questions it [science] can never decide, such as why the universe was created, or what is right and wrong.*
*[return to argument]  On the other hand, we should use it to solve real problems that threaten our existence on this planet.*

Notice that both sides emphasize their concluding points by using modals of necessity such as **must** and **should**.

*For*

*We should keep our minds open to the possibilities beyond our understanding.*

*Against*

*However, we must be able to find a balance between wishful thinking and fact. It [science] isn't perfect, and we shouldn't become its slave.*

## Interactive Exercise:  For or Against?

Listen to the statement and decide whether it can be used as an argument FOR or AGAINST the possible existence of UFOs.

## Drake's Equation/Relativity

If you are interested in finding out more about the scientific basis behind the arguments in this lesson, click on *Drake's Equation* and/or *Relativity*.

## Interactive Exercise:  Sentence Reordering

To prepare for the sentence reordering exercise, listen to the lesson again, focusing on the cues that indicate that one sentence must precede another.  Some of the most significant cues are listed below. (Other cues are listed in Module 7, Epidemic, Focus 4.)

Then, do the reordering exercise. You will be asked to arrange the sentences in the correct order by dragging the letters into the numbered boxes. The words and phrases highlighted in red will help you do the reordering task.

1.  Logical connectors such as ***however, in fact, on the contrary***, and ***on the other hand*** relate the current sentence to the preceding sentence in some way.  For specific information on the meaning of each phrase, consult the glossary.

    *In this case, for example, there is no evidence to indicate that anything can travel faster than light.*
    *[On the contrary], all the evidence is against faster-than-light travel.*

    *The light barrier argument seems persuasive.*
    *[However], it is just a theory.*

    *Given the fact that there are billions of stars like ours, it is hard to believe that intelligent life exists only on earth.*
    *[In fact], some scientists estimate that as many as 10,000 advanced civilizations exist in our galaxy, the Milky Way.*

    *Science isn't perfect, and we shouldn't become its slave.*
    *[On the other hand], we should use it to solve real problems that threaten the existence of our planet.*

2.  Expressions such as ***This works out*** . . .  and ***This means that*** . . .  refer back to statements made in the previous sentence.

    *Of these, we estimate that 10% have planets, and that 10% of these have planets like earth.*
    *[This] works out to be about 200 million planets like earth.*

    *Even if we accept that there might be 10,000 advanced civilizations in our galaxy, it is unlikely that any could be closer than 50 light years away.*
    *[This] means that an exchange of information would take 100 years.*

    *On the contrary, all the evidence is against faster-than-light travel.*
    *[This] is one of the most fundamental laws of nature.*

## Practice Exercises

## Exercise A

Match the FOR statements on the top of the page with their corresponding AGAINST statements on the bottom of the page.

### *For*

1.  ___We can demonstrate that alien life probably exists.

2.  ___ It isn't unreasonable to think that such a civilization might have discovered a way to travel near or beyond the speed of light.

3.  ___ There are many people who claim to have seen UFOs.

4.  ___ We should keep our minds open to the possibilities beyond our understanding.

### *Against*

a.  There is no evidence to indicate that anything can travel faster than the speed of light.

b.  We must be able to find a balance between wishful thinking and fact. Otherwise, our beliefs can be used against us.

c.  The real issue is not the existence of life on other worlds.

d.  Without a single exception, none of the reports of UFOs has ever been verified.

**Exercise B**

For each pair of sentences below, circle the letter next to the statement that is made most strongly.

1.  a)  The Roswell video *may be* a clever fake.

    b)  The Roswell video is, *in fact*, a clever fake.

2.  a)  *It isn't unreasonable to think that* such a civilization *might* have discovered a way to travel near or beyond the speed of light.

    b)  *It is likely that* such a civilization *will* have discovered a way to travel near or beyond the speed of light.

3.  a)  A journey of this distance *would* be impractical for even an advanced civilization.

    b)  A journey of this distance *might* be impractical for even an advanced civilization.

4.  a)  If such a thing had happened, *there would have been no way* to cover it up.

    b)  If such a thing had happened, *it would have been difficult* to cover it up.

5.  a)  If we compare what we know now with what we knew two hundred years ago*, we can be sure* that there *will* be surprises in the future.

    b)  If we compare what we know now with what we knew two hundred years ago, we *might expect* that there *will* be surprises in the future.

6.  a)  *There is no reason to believe* that the American government could have hidden the truth for so long.

    b)  *It is unlikely* that the American government *would* have hidden the truth for so long.

## Exercise C

Choose the logical connector that best fits the context provided.

1. There is no reason to believe that we are unique in the universe. *(**However, In fact**)* _____, some scientists estimate that as many as 10,000 advanced civilizations exist in our galaxy, the Milky Way.

2. There have been many reports of UFO sightings. *(**However, On the contrary**)* _____, none of these reports has ever been verified.

3. It is important to keep our minds open to possibilities beyond our understanding. *(**On the other hand, On the contrary**)* _____, beliefs can sometimes be dangerous.

4. The light barrier argument seems convincing. *(**However, In fact**)* _____, scientific arguments have been wrong before.

5. There is no evidence to suggest that anything can travel beyond the speed of light. *(**On the other hand, On the contrary**)* _____, all the evidence indicates that faster-than-light travel is impossible.

## 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:  Inferences

1.  Study the sentences labeled "Evidence" in the upper part of the screen.

2.  Read the sentence choices and decide which inference can be drawn from the evidence.  If you need time to think, please use the *pause* button.  When you are ready to speak, click on the PLAY button.

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

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

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

## Speech Practice Group 4:  Speech Quiz

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

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

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

# Video Interactions

In this lesson, you will see and hear native speakers using the English you have studied in a variety of conversational settings: business and personal telephone conversations, an interview and a press conference. 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 *Press Conference*), 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.)

## Focus 1

Focus on *Telephone for Business*. Listen to how Mike Lynch tries to make an appointment with Mrs. Cole, and how she politely refuses his offer. Notice that they both use **would like** rather than **want** because it is more polite.

*We'd like to visit your office and meet with you to discuss how to improve your business.*
*My business is fine, thanks. But if you'd like to send me some information about your company, I'd be happy to read it.*

## Focus 2

Focus on the *Personal Telephone Conversation*. Bob is upset that he didn't go to the party when he finds out that Carmen was there. Notice how Dawn uses **if** statements to explain why she didn't tell Bob that Carmen would be at the party. Listen to how Bob describes what would or should have happened in the past.



*Bob:     I would have come for sure if I had known.*

*Dawn:  Well I wasn't sure if she was coming or not.*

*Bob:     You should have told me anyway.*

*Dawn:  I didn't want you to be disappointed if she didn't come.*

## Focus 3

Focus on the *UFO Interview*. Listen carefully to the questions that the interviewer asks about possible encounters with UFOs. Note that a conditional is used with the verb in the past tense (**told** and **offered**) to ask questions about an imaginary situation.

*If someone **told** you that aliens were coming to Earth, **would** you be excited or afraid?*
*If they **offered** to take you back to their world, **would** you consider it?*

Listen carefully to the responses to the UFO-related questions. Notice that **would** or its contracted form **'d** is used in almost all the answers.

*I think **I'd** be excited at first.*
*But then **I'd** probably be afraid.*
*If they came, **they'd** be more advanced than we are, so maybe **it wouldn't** be good for us.*
*It **would** be great!*

## Focus 4

Focus on the *Press Conference*. You will have an opportunity to interview the person 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

## THE SECRET CODE

## The Secret Code Practice Exercise A

Shirley (e)
Phil (a)
Bob (c)
Dan (b)
Leslie (d)

## The Secret Code Practice Exercise B

1.
had gotten
had been moved
changed
had looked
were opened
were used

2.
arrived
had accessed
made
checked
had been opened

## The Secret Code Practice Exercise C

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

## UFOs:  For and Against

### UFOs Vocabulary Practice Exercise A

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

### UFOs Vocabulary Practice Exercise B

1. b
2. b
3. a
4. a
5. a
6. a

### UFOs Practice Exercise C

1. In fact
2. However
3. On the other hand
4. However
5. On the contrary

Version 3.0                                                                                                1/00