



Authoring System Developer Manual



Education and Culture

Leonardo da Vinci

DAA

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Introduction

The Tulip Authoring System is a software for creating computer-based training programs, especially language learning software. It gives language trainers and teachers without programming experience an easy to use tool for creating single training modules or full courses.

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Basic Concept

The Tulip development system is designed for creating language courses that can handle several learner languages and target languages at the same time. In this regard it is an authoring system that allows teachers and trainers to create single modules or whole language courses.

The course concept is screen-based, that is, a course consists of a number of screens or pages that are linked to each other. Every screen contains specific elements that are either always present - like a title or instruction - or are (dis)played according to the screen or task type.

Task types are defined with regard to their behaviour, that is, a multiple choice task, for example, not only looks different, but “behaves” differently compared to a gapfill task.

The scripting itself can be done with a word processor like OpenOffice or Microsoft Word. This makes it easy to exchange and read scripts and offers a lot of freedom with regard to personal annotations of formatting standards. The script is then converted to UTF8 Unicode text and interpreted and compiled by the Tulip compiler.

The Compiler itself and the course that is being created from the script are Toolbook programs.

The authoring system consists mainly of the following files and programs:

compiler.tbk	Compiler that converts a script into a toolbook program
template.tbk	Contains the design layouts of all task types. This means, design and script are strictly separated and you can give a course a whole new look and feel without changing the script.
tulip.ini	Parameters for the compiler and courses
translation.ini	Contains strings and messages for the compiled modules
tulip.mdb	This database file contains all parameters for the compiler and the course setup (like paths, module names etc.)
tools	Several tools to support authoring (see chapter “Additional Tools”)

Task Types

The following task types and variations (subtypes) are available:

Presentation (PRESENTATION)

Subtype	Description
TRANSPARENT	Like a transparency, media elements (images, text, video) will be put on top of the former screen.
OPAQUE	All media elements are displayed on top of the programme background.

Screens in sample module: 0, 10, 60, 100, 150 - 180

Dialogue (DIALOGUE)

Subtype	Description
STANDARD	The learner can listen to a complete dialogue.
PHRASE	The learner can listen to a dialogue sentence by sentence (or turn by turn).

Screens in sample module: 200 - 320

Record Task (RECORD)

Subtype	Description
ALL	A complete (dialogue) text can be listened to and recorded (sentence by sentence).
SPEAKER A	Every second turn/sentence can be listened to and recorded, beginning from the first turn (speaker A).
SPEAKER B	Every second turn/sentence can be listened to and recorded, beginning from the second turn (speaker B).
TEMPLATE	The learner gets a template or language pattern for exercise.

Screens in sample module: 400 - 480

Gapfill Task (GAPFILL)

Subtype	Description
POPUP	The learner gets a popup list to select from.
EDIT	The learner has to type in the text.
DRAGDROP	The learner has to drag the correct text with the mouse to the corresponding gap and drop it on the gap.
EXCHANGE	Gaps are filled with wrong expressions that have to be exchanged (move to the right location).
DIALOGUE	The learner can select bits or parts of a phrase (within gaps) to create new sentences that can be played and listened to.
RECORD	The learner can select bits or parts of a phrase (within gaps) to create new sentences that can be played and recorded and then listened to.

Screens in sample module: 500 - 550

Multiple Choice (*MULTIPLECHOICE*)

Subtype	Description
TEXT	The learner has to click on the answers themselves. The maximum number of answers is 4.
CHECKBOX	The learner has to click on a rectangular checkbox next to an answer. The maximum number of answers is 4.
CHECKCIRCLE	The learner has to click on a round circle next to an answer. The maximum number of answers is 4.
CLOUD	The answers are distributed on the screen within the form of "clouds". In this case the maximum number of answers is 5, and the answers should be short !!!
SOUND	You can enter sound for an answer. The maximum number of answers is 4.

Screens in sample module: 600 - 640

Image Task (*PICTURETASK*)

Subtype	Description
DISCOVER	The learner clicks on areas within an image and listens to a sound and/or reads a text.
CLICK	The learner listens to a question or instruction and clicks on the appropriate area within an image.
CONTINUE	The same as the CLICK subtype. However, the programme automatically switches to the next question or instruction.
DRAGDROP	The learner has to drag the correct text with the mouse to the corresponding area within an image.
POPUP	The learner clicks on areas within an image and gets a popup list to select from.

Screens in sample module: 800 - 825

Free Text (*FREETASK*)

Subtype	Description
EDIT	The learner is asked to enter free text.
RECORD	The learner is asked to record free speech.
TRANSLATE	The learner is asked to translate text into the target language.

Screens in sample module: 900 - 920

Menu (*MENU*)

Subtype	Description
PICTURE	Parts of a picture can be used as menu entries. Note: This is an optional function if you want the learner to go directly to certain pages within a module. Nevertheless, the proposed order of screens/tasks (field Screen-No.) is still valid.

Screens in sample module: 20 – 50, 700

Task Elements

Each task (or screen) consists of different elements like a title, an instruction, the task itself and media elements like images or sound. The following table gives an overview about the elements so far implemented.

Element	Description
Module	Name/Title of unit or module.
Screen-No.	Number or sequence of screen/task. Screen number 0 is always a menu screen.
Task Type	Short description of task type, for example, PRESENTATION, GAPFILL etc.
Subtype	Subtype of the task, for example, EDIT for a GAPFILL task (in this case the gaps are filled out with keyboard input).
Estimated Length	Estimated length of the task in minutes.
Level	Level of difficulty of task.
Title	Name or title of the task.
Instruction	Instruction of the task; what is the learner supposed to do.
Task/Text	Text of the task, for example the text of an introduction, Multiple Choice questions, the gapfill text, or description of Drag&Drop elements.
Skill 1	General trained skill(s): Reading, Writing, Listening, Speaking
Skill 2	Special skill(s): e.g., special vocabulary, grammar, etc.
Learning Goals	Description of learning goals for learner and/or tutor (maybe also a supplement and further description of skill 1 and 2)
Keywords 1	Keywords or search expressions for topic search.
Keywords 2	Keywords or search expressions for grammar search.
Comment	Comments for author and/or tutor. For example, hinting at grammar traps, additional tasks, add-ons, notes, web-links, etc.

Solution	Solution/Result of the task, especially for free text entry for partner work or tutor.
General Feedback	Description of the feedback the learner gets when solving the whole task. Not always applicable (e.g., for presentations). An individual feedback is put into the 'Task/Text' field. If no general feedback is entered, the programme will (dis)play the default feedback.
Feedback Mode	Defines whether the learner gets an automatic and immediate feedback when solving a single task (e.g., a single gap in a gapfill task), or whether the learner gets a feedback after solving the whole task. Default (no entry) is automatic and immediate feedback. Settings: AUTO, REQUEST, MAIL. If you select MAIL, the answer/ask is sent to to the tutor via e-mail, who then sends back his feedback.
Randomize	Parts of a task are displayed in a random order. This can be a useful feature with some task types (e.g., multiple choice tasks). As default setting the randomize mode is switched off.
Help	Hint or help function for solving the task. This can be text, a link to a grammar module or website, explanations, or another task. Not always applicable (e.g., for presentations).
Notes	Further notes or instructions, e.g., things to remember or a link to the work book.
Info	Link(s) to extra information, for example grammar or the glossary. This information is available in form of external single RTF document files.

Element	Description
Screen Time	Display time of a task/page in seconds. If no time is entered, the task/page stays on the screen until the learner clicks on 'Next Page'.
Display Text	With this option you can switch the display of the text in the Task/Text field on or off. This option can be useful in DIALOGUE tasks. As a default (no entry) the text is being shown. Settings: SHOW, HIDE, OPTION, SINGLE, TRANSITION.
Media File	Filename of the media file: sound or video file (if applicable).
Media Limit	Indicates how many times the media file can be played by the user.
Image File	Filename of the image file (if applicable).
Task Design	Description or suggestions for the programmers, for example, screen design, order of events within a task, position and distribution of images and text, etc.
Version	Version number of this task/screen. Whenever a task is changed, the number should be set 1 digit higher.

Note: Yellow-marked fields have to be filled out, the rest depends on the task and/or is optional. The orange-marked field contains hints or instructions for developers or designers.

Scripting

Using a word processor

The script is entered as plain text. Within the scripting form you can always use word processor features to mark or highlight text. This makes it often easier to read and understand the script. For example, you might want to display a correct answer in green colours and a wrong one in red.

However, these word processor specific formats are ignored during compilation and creation of a course. The same is true with links to external documents or media files. The Tulip Authoring System therefore has its own definition of formats and links. In general, the system uses six identifiers to define different formats or functions.

Identifiers

You can use the following identifiers to define different formats or functions:

Identifier	Used in field(s)	Description
< >	Task/Text	Text within < > is either a command or an answer to a question of a task (multiple choice, gap fill, etc.)
[]	Task/Text	Text within [] is defined as an individual feedback or an individual help for a single task (e.g., a single gap in a gapfill task).
{ }	Task/Text, Info, Help	Text within { } is either formatted text (see "Formatting") or a link to the Internet, to a document, another screen or to the dictionary. The following link types are currently supported: web : starts a linked website with an internet browser file : starts and displays the file (RTF) screen : goes to another screen dic : shows a special entry of the dictionary audio : plays a wave file popup : shows text in a popup window
<->	Task/Text	This character separates (or defines) groups within a task. Thus, you can show several single tasks at the same time in a group. If such groups are defined, only one group is shown at a time on the screen. The program then provides a special "Next" button to show the next group of tasks. You can use this function to create a larger amount of similar tasks with only one page in the scripting. The group function can be used with the following task types: Record, Multiplechoice, Gapfill, Picturetask With other task types, the group function is ignored. Note: The Randomize function works with groups! If, for example, Randomize is set to 3, the learner is shown a set of randomly chosen 3 groups out of the whole group list.
#	Task/Text, Info, Help	This character is usually used to separate text from a link or a formatting instruction. It is also used for separating several multiple choice tasks on one screen.
<txt> </txt>		All text within these identifiers is regarded and displayed as "commentary" text block and not as part of a task.

Identifiers - Examples

Example	Description
Please click this {link#web:www.daa-bbo.de}	In this case, the text “link” is highlighted. Clicking on the word opens the internet browser and shows the website.
Please check also: {grammar#file:grammar01.rtf} and {pronunciation#file:pronunciation.rtf}. For a little ear check, listen to {this#audio:task1.wav}	Clicking on “grammar” and “pronunciation” opens the corresponding RTF files. Clicking on “this” plays the sound file task1.wav.
Is there a {cash dispenser#popup:a machine that spits out money} somewhere in the near?	Here a click on “cash dispenser” opens a popup window showing the text “a machine that spits out money” You can also use this function to provide translations.
Listen to {Jim#audio:gold.wav} and select the {correct} word. 1. He has a cold<FALSE[weilll.wav]>[Not quite. Listen again!] 2. He has some gold<TRUE[Well done]> 3. He has a colt<FALSE> 4. He has a goat<FALSE[ouu.wav]>[Does it fit in a purse?]	This is part of a multiple choice task. Clicking on “Jim” plays the sound “gold.wav”. Answers 1, 2 and 5 have an individual feedback (sound or text). Answers 1 and 4 provide individual help. The word “correct” is highlighted.
It's {about#dic:L1_23} a 15 minutes walk	“about” is marked as a dictionary entry. If the learner lets the mouse stay (hover) over the word, the program shows the translation. Clicking on the word displays more information. You get the correct link to the dictionary (in this case “L1_23”) if you enter and edit the expression in the dictionary.
Try again {task 3#screen:3} and see whether you have still difficulties with the words you marked.	In this case, a click on “task 3” opens screen/page no. 3 of the same module.
Check this {task#screen:L20/3} and see whether you have still difficulties with the words you marked.	Here, the program display screen 3 of module 20 when clicking on “task”. If you jump to another module, you only see one page of this module. Having finished the page, you go back to the former screen. This link form is useful for displaying small tasks or bits of information.

Formatting

Text that is marked as link (**web**, **file**, **screen**, **dic** or **audio**) is automatically highlighted. Apart from this, it is possible to change the style, colour or size of the text. Formatting is done by using the identifiers { } and additional controls for style (F0-F5), colour (C1-C9) and size (S6-S36).

Style

Example	Effect
This is {F0#marked} text	This is marked text
This is {F1#marked} text	This is <i>marked</i> text
This is {F2#marked} text	This is <u>marked</u> text
This is {F3#marked} text	This is marked text
This is {F4#marked} text	This is marked text
This is {F5#marked} text	This is marked text
This is the original {FT#Und dies ist die Übersetzung}	This is the original <i>Und dies ist die Übersetzung</i>
This is the original {FT1#Und dies ist die Übersetzung}	In this case, a button will appear next to the text “This is the original”. Clicking on the button shows a popup with the text <i>Und dies ist die Übersetzung</i>

Colour

Example	Effect
{F0C1#This text is written in bold characters in blue}	This text is written in bold characters in blue
{F1C2#This text is written in italic characters in cyan}	<i>This text is written in italic characters in cyan</i>
{F2C3#This text is written in underlined characters in green}	<u>This text is written in underlined characters in green</u>
{F3C4#This text is written in bold and italic characters in grey}	<i>This text is written in bold and italic characters in grey</i>
{F4C5#This text is written in bold and underlined characters in magenta}	<u>This text is written in bold and underlined characters in magenta</u>
{F5C6#This text is written in italic and underlined characters in red}	<i><u>This text is written in italic and underlined characters in red</u></i>
{F0C7#This text is written in bold characters in white}	This text is written in bold characters in white
{F1C8#This text is written in italic characters in yellow}	<i>This text is written in italic characters in yellow</i>
{F2C9#This text is written in underlined characters in light grey}	<u>This text is written in underlined characters in light grey</u>

Note: Formatting identifiers or controls like F1 or C5 can be combined.

Size

It is also possible to change the size of the text by using the S6 – S36 control. Size 10 is the standard size. Therefore, text in size 12 and higher is displayed in bigger letters,

whereas text in size 9 or lower is displayed in smaller letters.

Example	Effect
{F2C1S8#This text is written in blue colour, in underlined characters in size 8}	<u>This text is written in blue colour. in underlined characters in size 8</u>
{F3S12#This text is written in bold and italic characters in size 12}	<i>This text is written in bold and italic characters in size 12</i>

Note: Formatting identifiers or controls like F1, C5 or S12 can be combined.

Note: Formatting work only within a paragraph. If you want to format several paragraphs at the same time, you have to use the formatting controls for each paragraph.

Commands

Commands are used to vary the general behaviour or appearance of a task. The following commands are available:

Identifier	Used in field(s)	Description
SHOW	Display Text	Automatically displays the phrases of a dialogue or record task (default).
HIDE	Display Text	Automatically hides the phrases of a dialogue or record task.
OPTION	Display Text	If this option is set, the program automatically hides the phrases of a dialogue or record task. The learner can then click on a button to show the text.
SINGLE	Display Text	Phrases of a dialogue or record task are only shown as long as the sound for the phrase is playing.
TRANSITION	Display Text	A phrase of a dialogue or record task is shown when the sound is playing and stays on the screen.
CENTRE	Display Text	Centres all text of the task.
SIZE1-SIZE3	Display Text	Enlarges or reduces the text size of all the text of a task.
AUTO	Feedback Mode	The learner gets immediate feedback when he solves a task (default)
REQUEST	Feedback Mode	The learner gets feedback when he has finished the task.
MAIL	Feedback Mode	The learner's answers are sent via e-mail to his tutor.
<SHOW>	Learning Goals, Help, Notes, Info	Automatically displays either field. If you enter the <SHOW> command in more than one field, the first ones are ignored.
<FULL>	Image File	The image is shown in full size in the center of the screen. The maximum size for this version is 640 x 480 pixel.
<HIDE>	Media File	If you don't want to display the sound controls for the base sound, you can use the <Hide> command in the media file field.
<PLAY>	Media File	Automatically plays the base sound when the screen is shown.

Note: You can combine commands within a field, for example <HIDE> and <PLAY> in the field Media File. The order does not matter.



Media elements

Image

It is possible to display an image as a big background image (maximum size 640 * 480 pixel). Example:

Image File	Map001.bmp <FULL>
------------	-------------------

Note: The expression <FULL> can be positioned in front of the file name or behind the file name.

Sound

As an option, a sound can be “switched off” (that is, the sound controls are not longer displayed with a base sound). This might be useful for the Dialogue or Record task.

Example:

Media File	Sound_1.wav <HIDE><PLAY>
------------	--------------------------

In this case, the controls are hidden and the sound is automatically played when the screen is shown: <PLAY>

Note: The expression <HIDE> and <PLAY> can be positioned in front of the file name or behind the file name.

The sentences or phrases of the task types Dialogue/Phrase and Record must be present as single sound files. The naming rule of these sound files is as follows:

Every single phrase of a dialogue or record task is played by a single wave file. You can either enter a so-called base sound AND all other wave files in the media field, or you just enter one “base sound”. For example, the base sound is called Dialog001.wav. Example:

Media File	Dialog001.wav
------------	---------------

If you only use just a base sound, all the other files on the hard disk drive have to be numbered like this: Dialog001_1.wav, Dialog001_2.wav, Dialog001_3.wav, etc.

Otherwise, you can enter a base sound and single sounds representing each phrase.

Example:

Media File	Dialog001.wav Excuse_me.wav, Yes_right_next.wav Thank_you.wav No_not_really.wav
------------	---

If you do not want to show the controls for the first sound, simply add the <HIDE> command. Example:

Media File	<HIDE>Dialog001.wav Excuse_me.wav, Yes_right_next.wav Thank_you.wav No_not_really.wav
------------	---

Translation

There are several ways for providing translations as a help for the learner:

1. You can enter a translation in the field "Help". The learner can then look up the translation using the "Help" button.
2. You can enter a translation directly in the field "Task/Text". Here it makes sense to use formatting to mark the text as translation. Example:
This is the original. {FT#Und dies ist die Übersetzung.}
3. A variation of the translation format FT is the format FT1. In this case, the text or translation can be shown by clicking on a button next to the text. Example:
This is the original. {FT1#Und dies ist die Übersetzung.}
4. Text can be linked to a popup text that appears when the learner clicks on the text (in this case "Übersetzung"). Example:
This is the original. {Translation#Popup:Und dies ist die Übersetzung}
5. A word or a phrase can explicitly be linked to an entry of the dictionary. In this case, the translation appears when the learner keeps the mouse over the word/phrase or clicks on the word. Example:
It's {about#dic:L1_23} a 15 minutes walk.

Mouse Actions

Within Tulip, the following mouse actions are defined:

Action	Event
Hover (mouse is kept) over a dictionary link.	Displays the translation as a tooltip.
Mouse click on dictionary link.	Opens the "translation assistant".
Right mouse click on text marked by the learner	Opens a popup menu with the entries: Look up in the dictionary (if found -> opens dictionary, if not found -> question: do you want to enter the word in the dictionary) Paste to the notebook
Right mouse click on task objects	Opens a popup menu with the entries: Dictionary Notes Solve task Solve all Reset task Help

Language Identifiers

dan = Danish	ita = Italian
nld = Dutch	jpn = Japanese
eng = International English	nor = Norwegian
frc = French Canadian	ptg = Portuguese
fin = Finnish	esp = Spanish
fra = French	esn = Spanish (modern)
deu = German	sve = Swedish
isl = Icelandic	enu = U.S. English

Compiling

Once the script is written, it can be converted to a self-running program. Assuming, the script was written in Microsoft Word, Sun StarOffice or Open Office, it has to be saved as a coded text file, i.e., in Unicode UTF-8 format. The Tuliper compiler then creates a Toolbook program out of the script and the media elements.

The following options are available:

Native Language (Instruction)	Select the native language of the learner.
Target Language (Task/Text)	Select the target language of the script file (or module).
Lessons	Select the lesson you want to compile. This entry defines the paths of the media files.
Source Script	Select the Unicode UTF-8 script file.
Target Book	Shows a pre-defined name of the compiled module. It is possible to change the name.
Compile All Screens	Compiles all screens.
Compile Selected Screens	Compiles only a selection of screens.
Create Version for Authors	This version contains some extra features (like jumping directly to a certain screen number) that are not available in the learner's version.
Create Version for Learners	Creates a learner version of the module.
Start	Starts compiling.
Exit	Exits the compiler.

The compiler first reads in the text and creates a database out of the screens. It then compiles the course or module out of the database entries and the media files. Images are incorporated directly into the course, sound files are opened in real time.

The compiler writes a log file (tulip.log). This file contains the procedures and possible errors that might occur during compilation. The file can be opened with any text editor like Notepad or other.

Note: *The compiler and the program requires the Microsoft Data Access Components. If they are not installed, the setup program for these components can be found in the folder "mdac" of the Tulip CD.*

Creating the database can sometimes take a long time on Windows 98 systems!



Additional Tools

The folder “tools” contains several small programs that make developing a language course a little bit easier.

PictureTask Editor

With this program it is easy to create so-called Picture Tasks. Picture Tasks contain a picture with hotspots to click upon. They can either be used for “click and discover” tasks or for identifying spots or areas in an image.

Note: A sample Picture Task project is provided in the “tools” directory.

MenuEditor

Similar to the Picture Task editor, this program lets you create image-based menus. Clicking on a hotspot of an image lets the learner jump to another screen.

Note: A sample Menu project is provided in the “tools” directory.

SearchFiles

This program compares a script with media files in a directory. This is very useful, especially when you have created a lot of media files over some time and would like to “clean” a folder. The program searches for files in the script and optionally moves the files that are no longer used to a different place.

RenameWaves

This program allows you to select a directory and skip through the sound files it contains. You can easily rename files and at the same time see, whether the wave files are in a standard wave format that can easily be played on any Windows system.

WaveCutter

The WaveCutter (wavecut.exe) is a tool that helps you cutting large wave files into smaller chunks by eliminating the pauses. It is extremely useful when recordings have been made that must be split up into separate words or phrases. The file names are numbered and 8 characters long. For renaming we suggest the tool RenameWaves.



Quickstart Picture Task Editor

With this program you can fill out the field 'Task/Text' of a PICTURETASK screen.

1. Open the program **PitEditor.Exe**.
2. Select the menu entry **File - Load Image...** and load the image for the task.
*Note: The program supports BMP, JPG and GIF files. The maximum size is 640*480 pixels. Bigger images are displayed in a smaller size, smaller images are shown in their original size.*
3. Now you can create rectangular hotspot areas with the mouse. These hotspots can then be linked to sound and/or text.
4. You can move (cursor = double-cross) or resize (cursor = arrow top left to bottom right) the hotspots with the mouse.
5. You can delete a hotspot by clicking on it with the right mouse button.
6. Double-clicking on a hotspot opens a dialog for the individual hotspot. You have the following options:
Select whether you want to create a hotspot or a text field.
Title for the hotspot
Text/Question for the hotspot
Sound, that is being played when clicking on the hotspot (only in the language course)
Individual Feedback (if required)
Individual Help (if required)
Note 1: you can also enter a sound file for the last two fields (Feedback and Help).
Note 2: Because of the task type there is no need to enter information about a right or wrong solution. The individual feedback is always a positive feedback.
7. You can save the task under **File - Save Task...** and you can always reload and edit the task.
8. If you want to enter the script in the scripting form, you have two options to do so:
Either create a text file via **File - Save Script**, open the file and copy the text into the field 'Task/Text' of your word processor file...
or copy the script via **Edit - Copy Script to Clipboard** to the clipboard and paste it into your document.
*Note: You have to enter the name of the image file into the field 'Image File' of the scripting form . You can copy and paste the name of the image via the menu function **Edit - Copy Image Name to Clipboard**.*
9. If the order of the hotspots is important, you can change the order with the menu function **Edit - Re-arrange Order**. Then click on the hotspots in the order you want. The hotspots change colour to indicate that they were selected.
10. If you have forgotten to save a task, you can copy the script from the original text and import it via the function **Edit - Import Script from Clipboard**.
Note: Word does not correctly copy text within tables to the clipboard. You'll lose the carriage returns (this is only important with pure text fields). The only solution for this problem is to copy the text into an empty Word document first and then copying the text to the clipboard.



Quickstart Menu Editor

With this program you can fill out the field 'Task/Text' of a MENU - PICTURE screen.

1. Open the program **MenuEditor.Exe**.
2. Select the menu entry **File - Load Image...** and load the image for the task.
*Note: The program supports BMP, JPG and GIF files. The maximum size is 640*480 pixels. Bigger images are displayed in a smaller size, smaller images are shown in their original size.*
3. Now you can create rectangular hotspot areas with the mouse. These hotspots can then be linked to other screens.
4. You can move (cursor = double-cross) or resize (cursor = arrow top left to bottom right) the hotspots with the mouse.
5. You can delete a hotspot by clicking on it with the right mouse button.
6. Double-clicking on a hotspot opens a dialog for the individual hotspot. You have the following options:
Select whether you want to create a hotspot or a text field.
Title for the menu entry
Link to another screen (enter the number of a screen within the module)
Sound, that is being played as an effect sound when clicking on the menu entry
7. You can save the task under **File - Save Menu...** and you can always reload and edit the task.
11. If you want to enter the script in the scripting form, you have two options to do so:
Either create a text file via **File - Save Script**, open the file and copy the text into the field 'Task/Text' of your word processor file...
or copy the script via **Edit - Copy Script to Clipboard** to the clipboard and paste it into your document.
*Note: You have to enter the name of the image file into the field 'Image File' of the scripting form. You can copy and paste the name of the image via the menu function **Edit - Copy Image Name to Clipboard**.*
12. If the order of the hotspots is important, you can change the order with the menu function **Edit - Re-arrange Order**. Then click on the hotspots in the order you want. The hotspots change colour to indicate that they were selected.
13. If you have forgotten to save a task, you can copy the script from the original text and import it via the function **Edit - Import Script from Clipboard**.
Note: Word does not correctly copy text within tables to the clipboard. You'll lose the carriage returns (this is only important with pure text fields). The only solution for this problem is to copy the text into an empty Word document first and then copying the text to the clipboard.



Quickstart SearchFiles

1. Open the program **SearchFiles.exe**.
2. Click on **Select Media Directory** to select the media files you would like to check against a script.
3. Click on **Select Script Directory** to select the script file you want to check. The program works with exported text files only.
4. Choose whether you want to identify media files that appear in a script or do not appear (and are thus not being used) .
5. Click on **Start Search** to identify the media files.
6. It is now possible to move the identified files to a different directory.

Quickstart RenameWaves

1. Open the program **RenameWaves.exe**.
2. Click on **Select Directory** to select the wave files you would like to rename. The first wave file found is shown in the edit field at the bottom of the program window.
Note: the program only supports standard ACM wave files. This way you can make sure that you only use wave files that can be played on any computer.
3. Click on **Next, Prev(ious)** to select other wave files in the directory.
4. **Rename** changes the name of the wave file to the name written in the edit field at the bottom of the program window.
Note: it is recommended to avoid spaces and special characters like é, ö, ß etc. In media file names.

Quickstart WaveCutter

The WaveCutter (wavecut.exe) is a tool that helps you cutting large wave files into smaller chunks by eliminating the pauses. It is extremely useful when recordings have been made that must be split up into separate words or phrases.

The WaveCutter programme creates files by adding a number to the name. For example, if the export name media.wav is chosen, the WaveCutter creates files with the first 3 letters of the file name and a number. If the Start Number Option is set to 1, the programme will create the files med00001.wav, med00002.wav, and so on.

It is advisable to work with 16-bit sounds, because the definition of the noise level can be finer graded compared to 8-bit sounds.

Depending on the quality of the sound, the background noise-level of a sound can be pretty high, making it difficult to clearly split sounds. In this case, you should use the Fade In, Fade Out option to make sure that all the information of a chunk is saved.

Menu bar



Loads a wave file for conversion.



Tests the current settings and shows how many pauses have been found..



Converts the loaded wave file into smaller chunks by eliminating the pauses.



Stops conversion or testing of a wave file.



Output Settings: This function is used to set parameters for writing new wave file chunks.



Shows the programme information dialogue.



Calls the Help file.



Plays the current wave file.

Edit Fields

Noise Level: Lets you set the noise level for the definition of a pause. A level of 0% means absolute quietness, a higher level takes background noise into account. It is possible to use fractional numbers, e.g. 0.5 (do not use a comma!)

Pause Length: Lets you set the minimum length in milliseconds for the definition of a pause.

File Number: Sets the start number for the file name. New files will be saved using the first three letters of the file name and a file number, e.g., tes00001, tes00002, tes00003.

Entering a number, e.g., "8" creates file starting from that number, e.g., tes00008, tes00009, tes00010, etc.

Fade In: Takes the sound information before the sound chunk into account when saving the file.

Fade Out: Takes the sound information after the sound chunk into account when saving the file. Fade-In and Fade-Out can create smoother beginnings and endings of wave files.



Min Len: Sets the minimum length of new wave chunks. This option is useful for eliminating very short sounds.

Progress Bar: This area shows the program activity and the number of found pauses.

Output Settings

Wave Settings

Bits: Sets the output files to 16 or 8 Bit per sample.

Frequency: Sets the frequency of the output files: 11, 22, 44 kHz.

Channels: Sets the output files to Stereo or Mono.

Note: It is not really recommended to increase the quality of a sound.

User Settings

It is recommended to fill out these settings. The entries will be saved with every created wave file and can be shown in the Properties Dialogue of the Windows Explorer.

Artist: Artist(s) or speakers.

Copyright: Copyright Information. If you want to use multiple lines, separate them by a semicolon followed by a space.

Name: Name of sound, dialogue, test, etc.

Product: Name of the title/project the file was originally intended for.

Source: Name of the person or organization who supplied the original.

Extras

When converting a file, the program creates 3 log files:

- A TXT file that describes which parts of the original file have been converted to new sound files.
- A ASC file that can be used to import the new file information into a database or spreadsheet
- A DAT file that can be used to import to other programs.



Changing Design and Layout

The sample provided with the program is an English course for either German or Polish learners. If you want to change the languages, the design or layout of the course, you can do as follows:

1. The file “tulip.mdb” contains all parameters and paths for the course. Simply edit the included databases with either Access or any other mdb-compatible database.
2. The files “translations_deu.ini” etc. contain the language entries for program messages or program strings. If necessary, you might add a language or change an existing file.
3. The file “template.tbk” contains the visual layout and design of the course. This file can be changed with a Toolbook version 8.5 or higher.
Design changes have no effect on scripting. You can simply change the design and layout of the course, compile the script, and you get a new look and feel.



Sample Script

The following sample script shows how the different task types of the authoring system work and basically explains “how things are done”.

The sample script together with all media files is ready for compilation and located in the folder “scripts” of the tulip directory.

The program start.tbk is a main menu or 'starter' program and setup for 3 modules. The sample course is already set up as the 3rd module.



Element	Description
Module	Sample Module
Screen-No.	0
Task Type	PRESENTATION
Subtype	OPAQUE
Estimated Length	2
Level	1
Title	Technical Sample - 0 (zero) Menu Screen
Instruction	Click on the links to see the sample screens.
Task/Text	{C2S6#This screen is the menu page that opens when you click on the menu button of the top toolbar.} Click again on the menu button to return to the last screen or click on a link. {S12#1. Task Types#screen:20} {2. Commands#screen:30} {3. Formatting and Links#screen:40} {4. Other Elements#screen:50} {5 New Features#screen:60}
Skill 1	L
Skill 2	
Learning Goals	
Keywords 1	
Keywords 2	
Comment	

Solution	
General Feedback	
Feedback Mode	
Randomize	
Help	
Notes	
Info	

Screen Time	
Display Text	
Media File	
Media Limit	
Image File	Img1_Big_Light.bmp <FULL>

Task Design	
Version	1



Element	Description
Module	Sample Module
Screen-No.	10
Task Type	PRESENTATION
Subtype	OPAQUE
Estimated Length	2
Level	1
Title	Technical Sample - Start Screen
Instruction	Click on the links to see the sample screens.
Task/Text	<p>If you click on the "Menu" button in the toolbar, the program goes directly to a menu screen.</p> <p>A menu screen is a normal screen, but it has the number 0 (zero). This way, you can either create a simple text menu (like in this example) or a picture menu.</p> <pre>{1. Task Types#screen:20} {2. Commands#screen:30} {3. Formatting and Links#screen:40} {4. Other Elements#screen:50} {5. New Features#screen:60}</pre>
Skill 1	L
Skill 2	
Learning Goals	
Keywords 1	
Keywords 2	
Comment	

Solution	
General Feedback	
Feedback Mode	
Randomize	
Help	
Notes	
Info	

Screen Time	
Display Text	
Media File	
Media Limit	
Image File	

Task Design	
Version	1



Element	Description
Module	Sample Module
Screen-No.	20
Task Type	MENU
Subtype	PICTURE
Estimated Length	2
Level	1
Title	Technical Sample - Task Types Menu
Instruction	Click on the links to see the sample screens.
Task/Text	<p><121 54 140 74 Presentation (Opaque) - Screen 100 100 > <147 52 167 73 Presentation (Opaque) - Screen 150 150 > <173 53 193 76 Presentation (Opaque) - Screen 160 160 > <153 80 175 99 Presentation (Transparent) - Screen 152 152 > <180 79 201 99 Presentation (Transparent) - Screen 154 154 > <204 78 223 98 Presentation (Transparent) - Screen 156 156 > <227 77 246 98 Presentation (Transparent) - Screen 158 158 > <132 132 151 153 Dialogue (Standard) - Screen 200 200 > <156 131 175 153 Dialogue (Standard) - Screen 210 210 > <114 158 132 178 Dialogue (Phrase) - Screen 300 300 > <138 158 158 179 Dialogue (Phrase) - Screen 310 310 > <162 157 182 178 Dialogue (Phrase) - Screen 320 320 > <77 214 97 232 Record (All) - Screen 400 400 > <101 214 121 231 Record (All) - Screen 430 430 > <127 213 144 234 Record (All) - Screen 460 460 > <142 238 162 257 Record (Speaker A) - Screen 410 410 > <166 237 186 258 Record (Speaker A) - Screen 440 440 > <143 260 162 279 Record (Speaker B) - Screen 420 420 > <166 261 186 281 Record (Speaker B) - Screen 450 450 > <136 283 153 302 Record (Template) - Screen 470 470 > <431 54 448 76 Gapfill (Popup) - Screen 500 500 > <410 76 426 97 Gapfill (Edit) - Screen 510 510 > <454 97 476 118 Gapfill (DragDrop) - Screen 520 520 > <456 122 476 138 Gapfill (Exchange) - Screen 530 530 > <459 174 477 194 MultipleChoice (Checkbox) - Screen 600 600 > <471 198 488 216 MultipleChoice (Checkcircle) - Screen 610 610 > <424 219 441 238 MultipleChoice (Cloud) - Screen 620 620 > <430 241 449 259 MultipleChoice (Sound) - Screen 630 630 > <416 262 432 281 MultipleChoice (Text) - Screen 640 640 > <120 343 140 364 PictureTask (Discover) - Screen 800 800 > <97 366 117 387 PictureTask (Click) - Screen 810 810 > <137 389 156 409 PictureTask (DragDrop) - Screen 820 820 > <438 413 454 435 Menu (Picture) - Screen 700 700 > <450 313 470 334 FreeTask (Translate) - Screen 900 900 > <412 334 428 353 FreeTask (Edit) - Screen 910 910 > <438 357 456 379 FreeTask (Record) - Screen 920 920 ></p>
Skill 1	
Skill 2	
Learning Goals	<Show>You'll find the project file for this task in the images directory of the scripting sample files (TaskMenu.men). Open this file with the Menu Editor.
Keywords 1	
Keywords 2	
Comment	

Solution	
General Feedback	



Element	Description
Feedback Mode	
Randomize	
Help	
Notes	
Info	

Screen Time	
Display Text	
Media File	
Media Limit	
Image File	TaskMenu.BMP

Task Design	
Version	1



Element	Description
Module	Sample Module
Screen-No.	30
Task Type	MENU
Subtype	PICTURE
Estimated Length	2
Level	1
Title	Technical Sample - Commands Menu
Instruction	Click on the links to see the sample screens.
Task/Text	<p><219 22 239 45 Centre Command 150 > <172 63 191 87 Full Command 100 > <196 62 217 90 Full Command 150 > <221 61 240 90 Full Command 152 > <244 62 262 91 Full Command 156 > <198 101 219 129 Hide Command 460 > <181 141 204 168 Hide Command 150 > <208 140 228 168 Hide Command 152 > <232 142 251 169 Hide Command 156 > <254 140 273 169 Hide Command 400 > <215 180 236 208 Media Command 152 > <241 181 263 210 Media Command 156 > <216 221 242 248 Option Command 210 > <179 262 203 289 Play Command 150 > <265 297 293 328 Request Command 630 > <235 341 255 366 Show Command 100 > <260 341 283 368 Show Command 210 > <287 342 304 368 Show Command 310 > <308 341 330 369 Show Command 400 > <213 382 235 407 Single Command 310 > <240 382 261 409 Single Command 440 > <532 23 551 48 Size Command 150 > <544 60 563 88 Store Command 900 > <566 59 590 90 Store Command 910 > <583 103 604 126 Transition Command 320 > <609 102 629 128 Transition Command 450 ></p>
Skill 1	
Skill 2	
Learning Goals	<Show>You'll find the project file for this task in the images directory of the scripting sample files (TaskMenu.men). Open this file with the Menu Editor.
Keywords 1	
Keywords 2	
Comment	

Solution	
General Feedback	
Feedback Mode	
Randomize	
Help	
Notes	
Info	

Screen Time	
Display Text	



<i>Element</i>	<i>Description</i>
Media File	
Media Limit	
Image File	CommandsMenu.bmp

Task Design	
Version	1

Element	Description
Module	Sample Module
Screen-No.	40
Task Type	MENU
Subtype	PICTURE
Estimated Length	2
Level	1
Title	Technical Sample - Formatting and Link Menu
Instruction	Click on the links to see the sample screens.
Task/Text	<p><125 61 147 88 Text Styles - Screen 100 100> <151 60 172 89 Text Styles - Screen 160 160> <176 59 195 90 Text Styles - Screen 100 170> <198 60 217 89 Text Styles - Screen 400 400> <221 58 243 91 Text Styles - Screen 510 510> <247 58 264 91 Text Styles - Screen 520 520> <125 101 146 127 Translation - Screen 300 300> <152 102 171 130 Translation - Screen 310 310> <174 101 193 128 Translation - Screen 320 320> <199 101 216 131 Translation - Screen 440 440> <113 141 135 167 Separator - Screen 430 430> <139 140 160 167 Separator - Screen 480 480> <164 140 184 169 Separator - Screen 600 600> <188 142 208 170 Separator - Screen 610 610> <108 181 129 209 Text Size - Screen 150 150> <133 180 153 210 Text Size - Screen 170 170> <390 59 413 88 File - Screen 210 210> <417 60 434 85 File - Screen 510 510> <437 58 461 87 File - Screen 520 520> <464 58 482 87 File - Screen 530 530> <485 57 509 87 File - Screen 600 600> <512 58 528 88 File - Screen 610 610> <399 101 419 126 Web - Screen 210 210> <452 142 471 166 Dictionary - Screen 200 200> <409 180 428 206 Audio - Screen 400 400> <422 223 443 247 Screenlink - Screen 470 470> <446 220 468 249 Screenlink - Screen 510 510> <473 220 491 251 Screenlink - Screen 610 610> <420 260 438 288 Popup - Screen 500 500> <443 259 462 289 Popup - Screen 510 510> <467 259 484 292 Popup - Screen 520 520> <489 258 506 292 Popup - Screen 530 530></p>
Skill 1	
Skill 2	
Learning Goals	<Show>You'll find the project file for this task in the images directory of the scripting sample files (FormatMenu.men). Open this file with the Menu Editor.
Keywords 1	
Keywords 2	
Comment	

Solution	
General Feedback	
Feedback Mode	
Randomize	
Help	
Notes	



Element	Description
Info	

Screen Time	
Display Text	
Media File	
Media Limit	
Image File	FormatMenu.bmp

Task Design	
Version	1



Element	Description
Module	Sample Module
Screen-No.	50
Task Type	MENU
Subtype	PICTURE
Estimated Length	2
Level	1
Title	Technical Sample - Other Elements
Instruction	Click on the links to see the sample screens.
Task/Text	<p><500 111 522 138 Screen Time - Screen 150 150 > <526 110 547 139 Screen Time - Screen 152 152 > <551 106 570 137 Screen Time - Screen 154 154 > <574 110 593 139 Screen Time - Screen 156 156 > <597 107 619 140 Screen Time - Screen 158 158 > <217 156 234 189 Individual Feedback - Screen 500 500 > <69 113 90 139 Help - Screen 500 500 > <94 112 113 140 Help - Screen 500 510 > <118 113 137 140 Help - Screen 520 520 > <141 110 158 140 Help - Screen 530 530 > <131 414 153 440 Media Limit - Screen 500 500 > <157 412 178 439 Media Limit - Screen 510 510 > <184 413 204 442 Media Limit - Screen 520 520 > <208 412 228 440 Media Limit - Screen 530 530 > <120 361 141 389 Media File - Screen 300 300 > <146 360 166 390 Media File - Screen 400 400 > <485 57 509 87 Randomize - Screen 480 480 > <66 314 86 339 Mail - Screen 910 910 > <454 165 473 189 Solution - Screen 900 900 > <237 161 256 187 Individual Feedback - Screen 510 510 > <261 163 282 187 Individual Feedback - Screen 520 520 > <285 156 307 185 Individual Feedback - Screen 530 530 > <208 193 226 224 Individual Feedback - Screen 600 600 > <232 192 250 220 Individual Feedback - Screen 610 610 > <255 193 274 223 Individual Feedback - Screen 620 620 > <279 191 296 224 Individual Feedback - Screen 630 630 > <163 229 180 263 Individual Help - Screen 500 500 > <178 59 198 89 Feedback Mode - Screen 630 630 > <203 60 224 89 Feedback Mode - Screen 910 910 > <187 235 208 263 Individual Help - Screen 510 510 > <211 235 233 261 Individual Help - Screen 520 520 > <237 232 256 262 Individual Help - Screen 530 530 > <260 233 282 263 Individual Help - Screen 600 600 > <162 266 183 289 Individual Help - Screen 610 610 > <187 266 205 289 Individual Help - Screen 620 620 > <210 265 228 288 Individual Help - Screen 630 630 ></p>
Skill 1	
Skill 2	
Learning Goals	<Show>You'll find the project file for this task in the images directory of the scripting sample files (OtherMenu.men). Open this file with the Menu Editor.
Keywords 1	
Keywords 2	
Comment	

Solution	
General Feedback	



Element	Description
Feedback Mode	
Randomize	
Help	
Notes	
Info	

Screen Time	
Display Text	
Media File	
Media Limit	
Image File	OtherMenu.bmp

Task Design	
Version	1



Element	Description
Module	Sample Module
Screen-No.	60
Task Type	PRESENTATION
Subtype	OPAQUE
Estimated Length	2
Level	1
Title	Technical Sample - New Features
Instruction	Click on the links to see the sample screens.
Task/Text	<p>Menu Screen: If you click on the "Menu" button in the toolbar, the program goes directly to a menu screen.</p> <p>Text in Picture Tasks {no. 1#screen:800}, {no. 2#screen:810}, {no. 3#screen:820}</p> <p>Text in Picture Menu {no. 1#screen:700}</p> <p>Text Size {no. 1#screen:170}, {no. 2#screen:172}, {no. 3#screen:182}, {no. 4#screen:184}</p> <p>Text Colour {no. 1#screen:172}</p> <p>Translation Button {no. 1#screen:305}</p> <p>Text Blocks {no. 1#screen:320}, {no. 2#screen:400}, {no. 3#screen:470}, {no. 4#screen:600}, {no. 5#screen:610}, {no. 6#screen:620}</p> <p>Gapfill-Dialogue Task {no. 1#screen:540}</p> <p>Gapfill-Record Task {no. 1#screen:550}</p> <p>PictureTask-Continue {no. 1#screen:815}</p>
Skill 1	
Skill 2	
Learning Goals	
Keywords 1	
Keywords 2	
Comment	

Solution	
General Feedback	
Feedback Mode	
Randomize	
Help	
Notes	
Info	

Screen Time	
Display Text	
Media File	
Media Limit	
Image File	

Task Design	
Version	1



Element	Description
Module	Sample Module
Screen-No.	100
Task Type	PRESENTATION
Subtype	OPAQUE
Estimated Length	2
Level	1
Title	Technical Sample - Presentation/Opaque
Instruction	Simple presentation task (opaque) with a big image displayed in the centre.
Task/Text	
Skill 1	L
Skill 2	Fragen stellen, Richtungsanweisungen verstehen, Zahlen verstehen
Learning Goals	<SHOW>Sie werden in dieser Lektion Schritt für Schritt lernen, nach dem Weg zu fragen. Den Dialog werden Sie noch nicht verstehen. Darauf kommt es aber jetzt auch noch nicht an. Gewöhnen Sie sich an den Klang des Englischen. Mit den Sound-Buttons können Sie den Dialog abspielen oder anhalten. {Note: this field is set to be automatically shown.}
Keywords 1	Geld, Bargeld, Bank, Bankautomat, Entfernung, Weg, Fragen stellen, Nummern, Höflichkeit
Keywords 2	Fragesätze
Comment	Introduction to the Module 'Asking for Directions' Excuse me, Sir. I've got no cash with me. Is there a cash dispenser somewhere in the near? Yes, right next to the post office, just opposite the park. Thank you very much? Is it far? No, not really. It's a 15 minutes walk.

Solution	
General Feedback	
Feedback Mode	
Randomize	
Help	
Notes	
Info	

Screen Time	
Display Text	
Media File	Dialog001.wav
Media Limit	
Image File	Img1_BIG.bmp <FULL>

Task Design	Dialogue, picture showing 2 people talking. Learner can listen to the dialogue as often as he wants. Dialogue Text is not visible.
Version	3



Element	Description
Module	Sample Module
Screen-No.	150
Task Type	PRESENTATION
Subtype	OPAQUE
Estimated Length	2
Level	1
Title	Technical Sample - Presentation/Opaque
Instruction	Simple presentation task (Opaque) with a big image displayed in the centre as a starting point of a self-running presentation. At the same time, a sound file is triggered with the {Play} command.
Task/Text	This screen is shown for 30 seconds. Then the next screen appears. {Note: The automatic time switch does not work right now.} This is the starting point of a presentation using the transparence subtype and automatic switching to next screen. This is done by setting the time for the screen to either seconds or to the lenght of the sound file. This text is centred with the {Centre} command and made bigger with the {Size} command.
Skill 1	L
Skill 2	Fragen stellen, Richtungsanweisungen verstehen, Zahlen verstehen
Learning Goals	
Keywords 1	Geld, Bargeld, Bank, Bankautomat, Entfernung, Weg, Fragen stellen, Nummern, Höflichkeit
Keywords 2	Fragesätze
Comment	

Solution	
General Feedback	
Feedback Mode	
Randomize	
Help	
Notes	
Info	

Screen Time	30
Display Text	Centre Size2
Media File	Ding.wav <HIDE><PLAY>
Media Limit	
Image File	Img1_Big_Light.bmp <FULL>

Task Design	
Version	3



Element	Description
Module	Sample Module
Screen-No.	152
Task Type	PRESENTATION
Subtype	OPAQUE
Estimated Length	2
Level	1
Title	Technical Sample - Presentation/Transparent
Instruction	
Task/Text	Excuse me, Sir. I've got no cash with me. Is there a cash dispenser somewhere in the near?
Skill 1	L
Skill 2	Fragen stellen, Richtungsanweisungen verstehen, Zahlen verstehen
Learning Goals	
Keywords 1	Geld, Bargeld, Bank, Bankautomat, Entfernung, Weg, Fragen stellen, Nummern, Höflichkeit
Keywords 2	Fragesätze
Comment	

Solution	
General Feedback	
Feedback Mode	
Randomize	
Help	
Notes	
Info	

Screen Time	MEDIA
Display Text	
Media File	Dialog001_1.wav <HIDE>
Media Limit	
Image File	Img1_1_BIG.bmp <FULL>

Task Design	
Version	3



Element	Description
Module	Sample Module
Screen-No.	154
Task Type	PRESENTATION
Subtype	TRANSPARENT
Estimated Length	2
Level	1
Title	Technical Sample - Presentation/Transparent
Instruction	
Task/Text	{FT#Entschuldigen Sie bitte, ich habe kein Bargeld mit mir. Gibt es irgendwo in der Nähe einen Bankautomaten?}
Skill 1	L
Skill 2	Fragen stellen, Richtungsanweisungen verstehen, Zahlen verstehen
Learning Goals	
Keywords 1	Geld, Bargeld, Bank, Bankautomat, Entfernung, Weg, Fragen stellen, Nummern, Höflichkeit
Keywords 2	Fragesätze
Comment	

Solution	
General Feedback	
Feedback Mode	
Randomize	
Help	
Notes	
Info	

Screen Time	5
Display Text	
Media File	
Media Limit	
Image File	

Task Design	
Version	3



Element	Description
Module	Sample Module
Screen-No.	156
Task Type	PRESENTATION
Subtype	TRANSPARENT
Estimated Length	2
Level	1
Title	Technical Sample - Presentation/Transparent
Instruction	
Task/Text	Yes, right next to the post office, just opposite the park.
Skill 1	L
Skill 2	Fragen stellen, Richtungsanweisungen verstehen, Zahlen verstehen
Learning Goals	
Keywords 1	Geld, Bargeld, Bank, Bankautomat, Entfernung, Weg, Fragen stellen, Nummern, Höflichkeit
Keywords 2	Fragesätze
Comment	

Solution	
General Feedback	
Feedback Mode	
Randomize	
Help	
Notes	
Info	

Screen Time	MEDIA
Display Text	
Media File	Dialog001_2.wav <HIDE>
Media Limit	
Image File	Img1_2_BIG.bmp <FULL>

Task Design	
Version	3

Element	Description
Module	Sample Module
Screen-No.	158
Task Type	PRESENTATION
Subtype	TRANSPARENT
Estimated Length	2
Level	1
Title	Technical Sample - Presentation/Transparent
Instruction	
Task/Text	
	{FT#Ja, gleich neben der Post, gerade gegenüber dem Park.}
Skill 1	L
Skill 2	Fragen stellen, Richtungsanweisungen verstehen, Zahlen verstehen
Learning Goals	
Keywords 1	Geld, Bargeld, Bank, Bankautomat, Entfernung, Weg, Fragen stellen, Nummern, Höflichkeit
Keywords 2	Fragesätze
Comment	

Solution	
General Feedback	
Feedback Mode	
Randomize	
Help	
Notes	
Info	

Screen Time	
Display Text	
Media File	
Media Limit	
Image File	

Task Design	
Version	3



Element	Description
Module	Sample Module
Screen-No.	160
Task Type	PRESENTATION
Subtype	OPAQUE
Estimated Length	2
Level	1
Title	Technical Sample - Formatting - Text Styles
Instruction	You have the choice between 6 different preset text styles:
Task/Text	The following {F0#text is written in bold characters} The following {F1#text is written in italic characters} The following {F2#text is written in underlined characters} The following {F3#text is written in bold and italic characters} The following {F4#text is written in bold and underlined characters} The following {F5#text is written in italic and underlined characters}
Skill 1	
Skill 2	
Learning Goals	<Show> There are 6 pre-defined formats: F0 = bold (new, this does not work right now) F1 = italic F2 = underlined F3 = bold and italic F4 = bold and underlined F5 = italic and underlined Note: This format only works for part of the text or for one paragraph !
Keywords 1	
Keywords 2	
Comment	

Solution	
General Feedback	
Feedback Mode	
Randomize	
Help	
Notes	
Info	

Screen Time	
Display Text	
Media File	
Media Limit	
Image File	

Task Design	
Version	3



Element	Description
Module	Sample Module
Screen-No.	170
Task Type	PRESENTATION
Subtype	OPAQUE
Estimated Length	2
Level	1
Title	Technical Sample - Formatting - Text Size
Instruction	In combination with the existing preset text styles, you can also change the size of the text. {Scripting#file:TecScript170.rtf}:
Task/Text	{F0#This text is written in bold characters in standard size} {F1S6#This text is written in italic characters in size 6} {F2S8#This text is written in underlined characters in size 8} {F3S12#This text is written in bold and italic characters in size 12} {F4S14#This text is written in bold and underlined characters in size 14} {F5S24#This text is written in italic and underlined characters in size 24}
Skill 1	
Skill 2	
Learning Goals	<Show> Size 10 is the standard size. Therefore, text in size 12 and higher is displayed in bigger letters and text in size 9 or lower is displayed in smaller letters. Note: This format only works for part of the text or for one paragraph !
Keywords 1	
Keywords 2	
Comment	

Solution	
General Feedback	
Feedback Mode	
Randomize	
Help	
Notes	
Info	

Screen Time	
Display Text	
Media File	
Media Limit	
Image File	

Task Design	
Version	3



Element	Description
Module	Sample Module
Screen-No.	172
Task Type	PRESENTATION
Subtype	OPAQUE
Estimated Length	2
Level	1
Title	Technical Sample - Formatting - Text Colour
Instruction	In combination with the existing preset text styles, you can also change the colour of the text. {Scripting#file:TecScript172.rtf}:
Task/Text	{F0C1#This text is written in bold characters in blue} {F1C2#This text is written in italic characters in cyan} {F2C3#This text is written in underlined characters in green} {F3C4#This text is written in bold and italic characters in grey} {F4C5#This text is written in bold and underlined characters in magenta} {F5C6#This text is written in italic and underlined characters in red} {F0C7#This text is written in bold characters in white} {F1C8#This text is written in italic characters in yellow} {F2C9#This text is written in underlined characters in light grey}
Skill 1	
Skill 2	
Learning Goals	<Show> Colours are defined as C1 to C9. Note: This format only works for part of the text or for one paragraph !
Keywords 1	
Keywords 2	
Comment	

Solution	
General Feedback	
Feedback Mode	
Randomize	
Help	
Notes	
Info	

Screen Time	
Display Text	
Media File	
Media Limit	
Image File	<Full>verlauf.bmp

Task Design	
Version	3



Element	Description
Module	Sample Module
Screen-No.	180
Task Type	PRESENTATION
Subtype	OPAQUE
Estimated Length	2
Level	1
Title	Technical Sample - Formatting - Languages
Instruction	The script file has to be saved as UTF-8 text format. This way you can present all available languages.
Task/Text	Hören Sie zu und wählen Sie aus. Viel Spaß! Proszę mówić głośniej! L'arrêt de bus est où? ¿Qué tal estás?
Skill 1	
Skill 2	
Learning Goals	Hören Sie zu und wählen Sie aus. Viel Spaß! Proszę mówić głośniej! L'arrêt de bus est où? ¿Qué tal estás?
Keywords 1	
Keywords 2	
Comment	

Solution	
General Feedback	
Feedback Mode	
Randomize	
Help	Hören Sie zu und wählen Sie aus. Viel Spaß! Proszę mówić głośniej! L'arrêt de bus est où? ¿Qué tal estás?
Notes	Hören Sie zu und wählen Sie aus. Viel Spaß! Proszę mówić głośniej! L'arrêt de bus est où? ¿Qué tal estás?
Info	Hören Sie zu und wählen Sie aus. Viel Spaß! Proszę mówić głośniej! L'arrêt de bus est où? ¿Qué tal estás?

Screen Time	
Display Text	
Media File	
Media Limit	
Image File	<Full>verlauf.bmp

Task Design	
Version	3



Element	Description
Module	Sample Module
Screen-No.	200
Task Type	DIALOGUE
Subtype	STANDARD
Estimated Length	2
Level	1
Title	Technical Sample - Dialogue/Standard
Instruction	A standard dialog task. Instead of this task type, it is also possible to use a presentation task.
Task/Text	Excuse me, Sir. I've got no cash with me. Is there a cash dispenser somewhere in the near? Yes, {right#dic:L999_1} next to the post office, just opposite the park. Thank you very much? Is it far? No, not really. It's {about#dic:L999_2} a 15 minutes walk.
Skill 1	L
Skill 2	Fragen stellen, Richtungsanweisungen verstehen, Zahlen verstehen
Learning Goals	<SHOW> You have to create entries in the dictionary in order to link text directly to a certain word in the dictionary.
Keywords 1	Geld, Bargeld, Bank, Bankautomat, Entfernung, Weg, Fragen stellen, Nummern, Höflichkeit
Keywords 2	Fragesätze
Comment	Introduction to the Module 'Asking for Directions'

Solution	
General Feedback	
Feedback Mode	
Randomize	
Help	Den Dialog werden Sie noch nicht verstehen. Darauf kommt es aber jetzt auch noch nicht an. Gewöhnen Sie sich an den Klang des Englischen. Mit den Sound-Buttons können Sie den Dialog abspielen oder anhalten.
Notes	
Info	

Screen Time	
Display Text	
Media File	Dialog001.wav
Media Limit	
Image File	Img1_Small.bmp

Task Design	Dialogue, picture showing 2 people talking. Learner can listen to the dialogue as often as he wants. Dialogue Text is visible, 2 words are marked.
Version	1

Element	Description
Module	Sample Module
Screen-No.	210
Task Type	DIALOGUE
Subtype	STANDARD
Estimated Length	2
Level	1
Title	Technical Sample - Dialogue/Standard
Instruction	This screen uses the {Option} command to hide the text. See also Information.
Task/Text	Excuse me, Sir. I've got no cash with me. Is there a cash dispenser somewhere in the near? Yes, right next to the post office, just opposite the park. Thank you very much? Is it far? No, not really. It's about a 15 minutes walk.
Skill 1	L
Skill 2	Fragen stellen, Richtungsanweisungen verstehen, Zahlen verstehen
Learning Goals	Lernen, nach dem Weg fragen, bzw. nach dem Weg zum nächsten Bankautomaten fragen.
Keywords 1	Geld, Bargeld, Bank, Bankautomat, Entfernung, Weg, Fragen stellen, Nummern, Höflichkeit
Keywords 2	Fragesätze
Comment	Introduction to the Module 'Asking for Directions'

Solution	
General Feedback	
Feedback Mode	
Randomize	
Help	Den Dialog werden Sie noch nicht verstehen. Darauf kommt es aber jetzt auch noch nicht an. Gewöhnen Sie sich an den Klang des Englischen. Mit den Sound-Buttons können Sie den Dialog abspielen oder anhalten.
Notes	
Info	<SHOW>Hier finden Sie weiterführende Information {Grammatik: Fragesätze#file:questions.rtf} Ein bißchen Kultur: {Britische Höflichkeit#web:http://www.howtobepolite.com} Und zu guter Schluss- {etwas zum Zählen#file:numbers.rtf}

Screen Time	
Display Text	OPTION
Media File	Dialog001.wav
Media Limit	
Image File	Img1_Small.bmp

Task Design	Dialogue, picture showing 2 people talking. Learner can listen to the dialogue as often as he wants. Dialogue Text is visible, 2 words are marked.
Version	1



Element	Description
Module	Sample Module
Screen-No.	300
Task Type	DIALOGUE
Subtype	Phrase
Estimated Length	5
Level	1
Title	Technical Sample - Dialogue/Phrase
Instruction	Dialogue phrase task. It is possible to listen to each phrase. Within the scripting, a phrase is defined by a {Carriage Return}. In this sense, every paragraph contains a single phrase.
Task/Text	Excuse me, Sir. I've got no cash with me. Is there a cash dispenser somewhere in the near? {FT#Entschuldigen Sie bitte, ich habe kein Bargeld mit mir. Gibt es irgendwo in der Nähe einen Bankautomaten?} Yes, right next to the post office, just opposite the park. {FT#Ja, gleich neben der Post, gerade gegenüber dem Park.} Thank you very much? Is it far? {FT#Vielen Dank. Ist es weit?} No, not really. It's about a 15 minutes walk. {FT#Nein, eigentlich nicht. Es ist ca. 15 Minuten zu Fuß}
Skill 1	L,S
Skill 2	Fragen stellen, Richtungsanweisungen verstehen, Zahlen verstehen
Learning Goals	<SHOW>In this task, the German translation is formatted by using the FT format. Every single phrase of the dialogue is played by a single wave file. You can either enter a base file and all other wave files in the media field, or you just enter one "base file". In this case the base file is {Base File#audio:Dialog001.wav} If you only use a base file, all the other files have to be numbered like this: {Dialog001_1.wav#audio:Dialog001_1.wav} {Dialog001_2.wav#audio:Dialog001_2.wav} {Dialog001_3.wav#audio:Dialog001_3.wav} {Dialog001_4.wav#audio:Dialog001_4.wav}
Keywords 1	Geld, Bargeld, Bank, Bankautomat, Entfernung, Weg, Fragen stellen, Nummern, Höflichkeit
Keywords 2	Fragesätze
Comment	Asking for Directions, pronunciation

Solution	
General Feedback	
Feedback Mode	
Randomize	
Help	Versuchen Sie ruhig einmal, ein paar Worte oder Sätze nachzusprechen.
Notes	
Info	

Screen Time	
Display Text	
Media File	Dialog001.wav
Media Limit	
Image File	Img1_Small.bmp



<i>Element</i>	<i>Description</i>
Task Design	
Version	2



Element	Description
Module	Sample Module
Screen-No.	305
Task Type	DIALOGUE
Subtype	Phrase
Estimated Length	5
Level	1
Title	Technical Sample - Dialogue/Phrase
Instruction	Dialogue phrase task. It is possible to listen to each phrase. Within the scripting, a phrase is defined by a {Carriage Return}. In this sense, every paragraph contains a single phrase.
Task/Text	Excuse me, Sir. I've got no cash with me. Is there a cash dispenser somewhere in the near? {FT1#Entschuldigen Sie bitte, ich habe kein Bargeld mit mir. Gibt es irgendwo in der Nähe einen Bankautomaten?} Yes, right next to the post office, just opposite the park. {FT1#Ja, gleich neben der Post, gerade gegenüber dem Park.} Thank you very much? Is it far? {FT1#Vielen Dank. Ist es weit?} No, not really. It's about a 15 minutes walk. {FT1#Nein, eigentlich nicht. Es ist ca. 15 Minuten zu Fuß}
Skill 1	L,S
Skill 2	Fragen stellen, Richtungsanweisungen verstehen, Zahlen verstehen
Learning Goals	<SHOW>In this task, the German translation is formatted by using the FT1 format. The translation is only shown if the learner clicks on the small Show Text button. Every single phrase of the dialogue is played by a single wave file. You can either enter a base file and all other wave files in the media field, or you just enter one "base file". In this case the base file is {Base File#audio:Dialog001.wav} If you only use a base file, all the other files have to be numbered like this: {Dialog001_1.wav#audio:Dialog001_1.wav} {Dialog001_2.wav#audio:Dialog001_2.wav} {Dialog001_3.wav#audio:Dialog001_3.wav} {Dialog001_4.wav#audio:Dialog001_4.wav} If you don't want to display the sound controls for the base file(like in this screen), you can use the Hide command in the media-file field.
Keywords 1	Geld, Bargeld, Bank, Bankautomat, Entfernung, Weg, Fragen stellen, Nummern, Höflichkeit
Keywords 2	Fragesätze
Comment	Asking for Directions, pronunciation

Solution	
General Feedback	
Feedback Mode	
Randomize	
Help	Versuchen Sie ruhig einmal, ein paar Worte oder Sätze nachzusprechen.
Notes	
Info	

Screen Time	
Display Text	
Media File	Dialog001.wav <HIDE>



<i>Element</i>	<i>Description</i>
Media Limit	
Image File	Img1_Small.bmp

Task Design	
Version	2



Element	Description
Module	Sample Module
Screen-No.	310
Task Type	DIALOGUE
Subtype	PHRASE
Estimated Length	5
Level	1
Title	Technical Sample - Dialogue/Phrase
Instruction	This screen uses the {Single} command. A phrase is only shown as long as the sound is playing.
Task/Text	Excuse me, Sir. I've got no cash with me. Is there a cash dispenser somewhere in the near? Yes, right next to the post office, just opposite the park. Thank you very much? Is it far? No, not really. It's about a 15 minutes walk.
Skill 1	L,S
Skill 2	Fragen stellen, Richtungsanweisungen verstehen, Zahlen verstehen
Learning Goals	
Keywords 1	Geld, Bargeld, Bank, Bankautomat, Entfernung, Weg, Fragen stellen, Nummern, Höflichkeit
Keywords 2	Fragesätze
Comment	Asking for Directions, pronunciation

Solution	
General Feedback	
Feedback Mode	
Randomize	
Help	<Show>Hier noch mal die Übersetzung: {FT#Entschuldigen Sie bitte, ich habe kein Bargeld mit mir. Gibt es irgendwo in der Nähe einen Bankautomaten?} {FT#Ja, gleich neben der Post, gerade gegenüber dem Park.} {FT#Vielen Dank. Ist es weit?} {FT#Nein, eigentlich nicht. Es ist ca. 15 Minuten zu Fuß}
Notes	
Info	Note: The commands {Single} and {Transition} only work with the task types: Dialogue - Phrase Record - All, Speaker A, Speaker B

Screen Time	
Display Text	SINGLE
Media File	Dialog001.wav
Media Limit	
Image File	Img1_Small.bmp

Task Design	
Version	2



Element	Description
Module	Sample Module
Screen-No.	320
Task Type	DIALOGUE
Subtype	PHRASE
Estimated Length	5
Level	1
Title	Technical Sample - Dialogue/Phrase
Instruction	This screen uses the {Transition} command. A phrase is shown when the sound is playing and stays on the screen.
Task/Text	Excuse me, Sir. I've got no cash with me. Is there a cash dispenser somewhere in the near? Yes, right next to the post office, just opposite the park. <txt>{F4S8#It is also possible to insert formatted text in Dialogue, Record and MultipleChoice task.}</txt> Thank you very much? Is it far? No, not really. It's about a 15 minutes walk.
Skill 1	L,S
Skill 2	Fragen stellen, Richtungsanweisungen verstehen, Zahlen verstehen
Learning Goals	<Show>Note: The commands {Single} and {Transition} only work with the task types: Dialogue - Phrase Record - All, Speaker A, Speaker B It is also possible to insert text blocks in Dialogue, Record and MultipleChoice task by using the txt identifier. {Scripting#file:TecScript320.rtf}
Keywords 1	Geld, Bargeld, Bank, Bankautomat, Entfernung, Weg, Fragen stellen, Nummern, Höflichkeit
Keywords 2	Fragesätze
Comment	Asking for Directions, pronunciation

Solution	
General Feedback	
Feedback Mode	
Randomize	
Help	Hier noch mal die Übersetzung: {FT#Entschuldigen Sie bitte, ich habe kein Bargeld mit mir. Gibt es irgendwo in der Nähe einen Bankautomaten?} {FT#Ja, gleich neben der Post, gerade gegenüber dem Park.} {FT#Vielen Dank. Ist es weit?} {FT#Nein, eigentlich nicht. Es ist ca. 15 Minuten zu Fuß}
Notes	
Info	

Screen Time	
Display Text	TRANSITION
Media File	Dialog001.wav
Media Limit	
Image File	Img1_Small.bmp

Task Design	
Version	2

Element	Description
Module	Sample Module
Screen-No.	400
Task Type	RECORD
Subtype	ALL
Estimated Length	10
Level	1
Title	Technical Sample - Record/All
Instruction	This task type allows you to listen to phrases and record your own voice. Record-All displays sound controls for all phrases.
Task/Text	<p><txt>{F4S8#It is also possible to insert formatted text in Dialogue, Record and MultipleChoice task.}</txt></p> <p>A: Excuse me, Sir. I've got no cash {with} me. Is {there} a cash dispenser somewhere in {the} near?</p> <p>B: Yes, right next to {the} post office, just opposite {the} park.</p> <p>A: {Thank} you very much? Is it far?</p> <p>B: No, not really. It's about a 15 minutes walk.</p>
Skill 1	S
Skill 2	Fragen stellen, Richtungsanweisungen verstehen, Zahlen verstehen
Learning Goals	<p><Show>If the learner has to record larger chunks of text, this is the right task type. In this case, the controls for the wave file are switched off using the 'Hide' command.</p> <p>Every single phrase of the dialogue is played by a single wave file. You can either enter a base file and all other wave files in the media field, or you just enter one "base file". In this case the base file is {Base File#audio:Dialog001.wav}</p> <p>If you only use a base file, all the other files have to be numbered like this: {Dialog001_1.wav#audio:Dialog001_1.wav} {Dialog001_2.wav#audio:Dialog001_2.wav} {Dialog001_3.wav#audio:Dialog001_3.wav} {Dialog001_4.wav#audio:Dialog001_4.wav}</p> <p>If you don't want to display the sound controls for the base file(like in this screen), you can use the Hide command in the media-file field.</p>
Keywords 1	Geld, Bargeld, Bank, Bankautomat, Entfernung, Weg, Fragen stellen, Nummern, Höflichkeit
Keywords 2	Fragesätze
Comment	Asking for Directions, pronunciation. Could be a good idea to involve teamwork or Tandem partner.

Solution	
General Feedback	
Feedback Mode	
Randomize	
Help	Klicken Sie auf den Aufnahme-Knopf, um die Aufnahme zu starten und zu stoppen. Hören Sie sich dann selber Ihre eigene Stimme im Dialog.
Notes	
Info	

Screen Time	
Display Text	
Media File	<HIDE>Dialog001.wav
Media Limit	
Image File	Img1_Small.bmp



<i>Element</i>	<i>Description</i>
Task Design	Dialogue, picture showing 2 people talking. The dialogue is played sentence by sentence. Dialogue Text is visible. Learner repeats part A and records the sentences. The learner can then play the whole dialogue listening to his voice.
Version	1



Element	Description
Module	Sample Module
Screen-No.	410
Task Type	RECORD
Subtype	SPEAKER A
Estimated Length	10
Level	1
Title	Technical Sample - Record/Speaker A
Instruction	In this case, only the record buttons for speaker A appear.
Task/Text	A: Excuse me, Sir. I've got no cash {with} me. Is {there} a cash dispenser somewhere in {the} near? B: Yes, right next to {the} post office, just opposite {the} park. A: {Thank} you very much? Is it far? B: No, not really. It's about a 15 minutes walk.
Skill 1	S
Skill 2	Fragen stellen, Richtungsanweisungen verstehen, Zahlen verstehen
Learning Goals	Lernen, nach dem Weg fragen, bzw. nach dem Weg zum nächsten Bankautomaten fragen.
Keywords 1	Geld, Bargeld, Bank, Bankautomat, Entfernung, Weg, Fragen stellen, Nummern, Höflichkeit
Keywords 2	Fragesätze
Comment	Asking for Directions, pronunciation. Could be a good idea to involve teamwork or Tandem partner.

Solution	
General Feedback	
Feedback Mode	
Randomize	
Help	Klicken Sie auf den Aufnahme-Knopf, um die Aufnahme zu starten und zu stoppen. Hören Sie sich dann selber Ihre eigene Stimme im Dialog.
Notes	
Info	

Screen Time	
Display Text	
Media File	Dialog001.wav
Media Limit	
Image File	Img1_Small.bmp

Task Design	Dialogue, picture showing 2 people talking. The dialogue is played sentence by sentence. Dialogue Text is visible. Learner repeats part A and records the sentences. The learner can then play the whole dialogue listening to his voice.
Version	1



Element	Description
Module	Sample Module
Screen-No.	420
Task Type	RECORD
Subtype	SPEAKER B
Estimated Length	10
Level	1
Title	Technical Sample - Record/Speaker B
Instruction	In this case, only the record buttons for speaker B appear.
Task/Text	A: Excuse me, Sir. I've got no cash {with} me. Is {there} a cash dispenser somewhere in {the} near? B: Yes, right next to {the} post office, just opposite {the} park. A: {Thank} you very much? Is it far? B: No, not really. It's about a 15 minutes walk.
Skill 1	S
Skill 2	Fragen stellen, Richtungsanweisungen verstehen, Zahlen verstehen
Learning Goals	Lernen, nach dem Weg fragen, bzw. nach dem Weg zum nächsten Bankautomaten fragen.
Keywords 1	Geld, Bargeld, Bank, Bankautomat, Entfernung, Weg, Fragen stellen, Nummern, Höflichkeit
Keywords 2	Fragesätze
Comment	Asking for Directions, pronunciation. Could be a good idea to involve teamwork or Tandem partner.

Solution	
General Feedback	
Feedback Mode	
Randomize	
Help	Klicken Sie auf den Aufnahme-Knopf, um die Aufnahme zu starten und zu stoppen. Hören Sie sich dann selber Ihre eigene Stimme im Dialog.
Notes	
Info	

Screen Time	
Display Text	
Media File	Dialog001.wav
Media Limit	
Image File	Img1_Small.bmp

Task Design	Dialogue, picture showing 2 people talking. The dialogue is played sentence by sentence. Dialogue Text is visible. Learner repeats part A and records the sentences. The learner can then play the whole dialogue listening to his voice.
Version	1

Element	Description
Module	Sample Module
Screen-No.	430
Task Type	RECORD
Subtype	ALL
Estimated Length	10
Level	1
Title	Technical Sample - Record/All
Instruction	This Screen uses the separator {<->} to divide the dialogue into smaller chunks. If a separator is used, a special "Next" button appears at the bottom of the task window.
Task/Text	A: Excuse me, Sir. I've got no cash {with} me. Is {there} a cash dispenser somewhere in {the} near? <-> B: Yes, right next to {the} post office, just opposite {the} park. <-> A: {Thank} you very much? Is it far? <-> B: No, not really. It's about a 15 minutes walk.
Skill 1	S
Skill 2	Fragen stellen, Richtungsanweisungen verstehen, Zahlen verstehen
Learning Goals	<Show> The separator {<->} can be used in the task types: Dialogue/Phrase Record MultipleChoice Gapfill PictureTask
Keywords 1	Geld, Bargeld, Bank, Bankautomat, Entfernung, Weg, Fragen stellen, Nummern, Höflichkeit
Keywords 2	Fragesätze
Comment	Asking for Directions, pronunciation. Could be a good idea to involve teamwork or Tandem partner.

Solution	
General Feedback	
Feedback Mode	
Randomize	
Help	Klicken Sie auf den Aufnahme-Knopf, um die Aufnahme zu starten und zu stoppen. Hören Sie sich dann selber Ihre eigene Stimme im Dialog.
Notes	
Info	

Screen Time	
Display Text	
Media File	<HIDE>Dialog001.wav
Media Limit	
Image File	Img1_Small.bmp

Task Design	Dialogue, picture showing 2 people talking. The dialogue is played sentence by sentence. Dialogue Text is visible. Learner repeats part A and records the sentences. The learner can then play the whole dialogue listening to his voice.
Version	1



Element	Description
Module	Sample Module
Screen-No.	440
Task Type	RECORD
Subtype	SPEAKER A
Estimated Length	10
Level	1
Title	Technical Sample - Record/Speaker A
Instruction	This Screen uses the {Single} command. This command also hides and shows the special translation-formatted text chunks.
Task/Text	A: Excuse me, Sir. I've got no cash with me. Is there a cash dispenser somewhere in the near? {FT#Entschuldigen Sie bitte, ich habe kein Bargeld mit mir. Gibt es irgendwo in der Nähe einen Bankautomaten?} B: Yes, right next to the post office, just opposite the park. {FT#Ja, gleich neben der Post, gerade gegenüber dem Park.} A: Thank you very much? Is it far? {FT#Vielen Dank. Ist es weit?} B: No, not really. It's about a 15 minutes walk. {FT#Nein, eigentlich nicht. Es ist ca. 15 Minuten zu Fuß}
Skill 1	S
Skill 2	Fragen stellen, Richtungsanweisungen verstehen, Zahlen verstehen
Learning Goals	
Keywords 1	Geld, Bargeld, Bank, Bankautomat, Entfernung, Weg, Fragen stellen, Nummern, Höflichkeit
Keywords 2	Fragesätze
Comment	Asking for Directions, pronunciation. Could be a good idea to involve teamwork or Tandem partner.

Solution	
General Feedback	
Feedback Mode	
Randomize	
Help	Klicken Sie auf den Aufnahme-Knopf, um die Aufnahme zu starten und zu stoppen. Hören Sie sich dann selber Ihre eigene Stimme im Dialog.
Notes	
Info	<Show>Note: The commands {Single} and {Transition} only work with the task types: Dialogue - Phrase Record - All, Speaker A, Speaker B

Screen Time	
Display Text	SINGLE
Media File	<HIDE>Dialog001.wav
Media Limit	
Image File	Img1_Small.bmp

Task Design	Dialogue, picture showing 2 people talking. The dialogue is played sentence by sentence. Dialogue Text is visible. Learner repeats part A and records the sentences. The learner can then play the whole dialogue listening to his voice.
Version	1

Element	Description
Module	Sample Module
Screen-No.	450
Task Type	RECORD
Subtype	SPEAKER B
Estimated Length	10
Level	1
Title	Technical Sample - Record/Speaker B
Instruction	This Screen uses the {Transition} command.
Task/Text	A: {Excuse me, Sir. I've got no cash with me. Is there a cash dispenser somewhere in the near?#popup:Entschuldigen Sie bitte, ich habe kein Bargeld mit mir. Gibt es irgendwo in der Nähe einen Bankautomaten?} B: Yes, right next to {the} post office, just opposite {the} park. A: {Thank you very much? Is it far?#popup:Vielen Dank. Ist es weit?} B: No, not really. It's about a 15 minutes walk.
Skill 1	S
Skill 2	Fragen stellen, Richtungsanweisungen verstehen, Zahlen verstehen
Learning Goals	<Show>Note: The commands {Single} and {Transition} only work with the task types: Dialogue - Phrase Record - All, Speaker A, Speaker B
Keywords 1	Geld, Bargeld, Bank, Bankautomat, Entfernung, Weg, Fragen stellen, Nummern, Höflichkeit
Keywords 2	Fragesätze
Comment	Asking for Directions, pronunciation. Could be a good idea to involve teamwork or Tandem partner.

Solution	
General Feedback	
Feedback Mode	
Randomize	
Help	Klicken Sie auf den Aufnahme-Knopf, um die Aufnahme zu starten und zu stoppen. Hören Sie sich dann selber Ihre eigene Stimme im Dialog.
Notes	
Info	<SHOW>A popup text only makes sense if the text stays on the screen - like in this example.

Screen Time	
Display Text	TRANSITION
Media File	<HIDE>Dialog001.wav
Media Limit	
Image File	Img1_Small.bmp

Task Design	Dialogue, picture showing 2 people talking. The dialogue is played sentence by sentence. Dialogue Text is visible. Learner repeats part A and records the sentences. The learner can then play the whole dialogue listening to his voice.
Version	1



Element	Description
Module	Sample Module
Screen-No.	460
Task Type	RECORD
Subtype	ALL
Estimated Length	10
Level	1
Title	Technical Sample - Record/All
Instruction	This Screen uses the {Hide} command.
Task/Text	Speaker A: Excuse me, Sir. I've got no cash {with} me. Is {there} a cash dispenser somewhere in {the} near? Speaker B: Yes, right next to {the} post office, just opposite {the} park. Speaker A: {Thank} you very much? Is it far? Speaker B: No, not really. It's about a 15 minutes walk.
Skill 1	S
Skill 2	Fragen stellen, Richtungsanweisungen verstehen, Zahlen verstehen
Learning Goals	Lernen, nach dem Weg fragen, bzw. nach dem Weg zum nächsten Bankautomaten fragen.
Keywords 1	Geld, Bargeld, Bank, Bankautomat, Entfernung, Weg, Fragen stellen, Nummern, Höflichkeit
Keywords 2	Fragesätze
Comment	Asking for Directions, pronunciation. Could be a good idea to involve teamwork or Tandem partner.

Solution	
General Feedback	
Feedback Mode	
Randomize	
Help	Klicken Sie auf den Aufnahme-Knopf, um die Aufnahme zu starten und zu stoppen. Hören Sie sich dann selber Ihre eigene Stimme im Dialog.
Notes	
Info	

Screen Time	
Display Text	HIDE
Media File	<HIDE>Dialog001.wav
Media Limit	
Image File	Img1_Small.bmp

Task Design	Dialogue, picture showing 2 people talking. The dialogue is played sentence by sentence. Dialogue Text is visible. Learner repeats part A and records the sentences. The learner can then play the whole dialogue listening to his voice.
Version	1



Element	Description
Module	Sample Module
Screen-No.	470
Task Type	RECORD
Subtype	TEMPLATE
Estimated Length	10
Level	3
Title	Technical Sample - Record/Template
Instruction	The Record-Template task type is used to train patterns of spoken text. See also information.
Task/Text	Side, river, town centre<On which side of the river is the town centre? [Template_1_Answer.wav]> next local pub<Where can I find the next local pub?/Where is the next local pub?/How do I get to the next local pub?[Template_2_Answer.wav]> <txt>{F4S8#It is also possible to insert formatted text in Dialogue, Record and MultipleChoice task.}{Scripting#file:TecScript320.rtf}</txt> exit, Manchester<Where is the next exit to Manchester?[Template_3_Answer.wav]> [Manchester ist eine Stadt in Mittel-England] <txt>{F2S12#This is again formatted text that can be inserted in a task.} This {link#screen:L998/700} opens up a screen from another task. </txt>
Skill 1	S
Skill 2	Nach dem Weg fragen
Learning Goals	Nach dem Weg fragen
Keywords 1	Fragen, Nach dem Weg fragen, Wegbeschreibung, Weg
Keywords 2	Fragesätze
Comment	Added Tandem task: asking the tandem partner where he lives and how to get there (e.g., starting from the train station)

Solution	
General Feedback	
Feedback Mode	
Randomize	
Help	Nehmen Sie das Wörterbuch zu Hilfe, wenn Sie sich nicht sicher sind. Falls Sie noch Schwierigkeiten mit den Worten haben, gehen Sie noch einmal zu {zurück#screen:200}.
Notes	



Element	Description
Info	<p>The first part of the text (e.g., side, river, town centre) contains the template or fragments of the phrase for the learner he should use for creating new sentences. This is followed - similar to other task types - by (a) written solution(s) and a sound file that contains the recorded solution. Each single task can be complemented with individual help or information like "Manchester is a city in central England".</p> <p>Example: The learner reads the text "exit, Manchester" and can listen to both words using the play button next to the text. The learner uses the words to create the question "Where is the next exit to Manchester?" and records the question. Afterwards, the learner compares his recording with the original sound "manchester.wav" using the Compare button. A right click with the mouse shows the help text "Manchester is a city in central England".</p> <p>MediaFile: Here you have the base file name for the sound files that contain the templates for the tasks (in this example 'side, river, town centre' etc). Template_1.wav (Side, river, town centre) Template_2.wav (next local pub) Template_3.wav (exit, Manchester)</p>

Screen Time	
Display Text	
Media File	Template.wav
Media Limit	
Image File	Template.bmp

Task Design	
Version	1



Element	Description
Module	Sample Module
Screen-No.	480
Task Type	RECORD
Subtype	TEMPLATE
Estimated Length	10
Level	3
Title	Technical Sample - Record/Template
Instruction	In this case, the separator {<->} is used to (dis)play one phrase after the other. This task is also randomized. Thus, the phrases appear in a random order. See also the information.
Task/Text	Side, river, town centre<On which side of the river is the town centre? [Template_1_Answer.wav]> <-> next local pub<Where can I find the next local pub?/Where is the next local pub?/How do I get to the next local pub?[Template_2_Answer.wav]> <-> exit, Manchester<Where is the next exit to Manchester?[Template_3_Answer.wav]> [Manchester ist eine Stadt in Mittel-England]
Skill 1	S
Skill 2	Nach dem Weg fragen
Learning Goals	Nach dem Weg fragen
Keywords 1	Fragen, Nach dem Weg fragen, Wegbeschreibung, Weg
Keywords 2	Fragesätze
Comment	Added Tandem task: asking the tandem partner where he lives and how to get there (e.g., starting from the train station)

Solution	
General Feedback	
Feedback Mode	
Randomize	2
Help	Nehmen Sie das Wörterbuch zu Hilfe, wenn Sie sich nicht sicher sind. Falls Sie noch Schwierigkeiten mit den Worten haben, gehen Sie noch einmal zu {zurück#screen:200}.
Notes	
Info	Randomize only works on grouped tasks using the {<->} separator. If you enter a number {n}, the program will display {n} groups in random order. If the Randomize number is smaller than the number of groups (like in this example - Randomize is set to 2 and we have 3 groups), the program only displays as many groups as defined in Randomize. If the learner clicks on the {Reset Task} button, the program re-shuffles the selection.

Screen Time	
Display Text	
Media File	Template.wav
Media Limit	
Image File	Template.bmp

Task Design	
Version	1



Element	Description
Module	Sample Module
Screen-No.	500
Task Type	GAPFILL
Subtype	POPOP
Estimated Length	5
Level	1
Title	Technical Sample - Gapfill/Popup
Instruction	A standard gapfill task using the Popup subtype. See also Information.
Task/Text	Excuse me, Sir. I've got no cash with me. Is there a {cash dispenser#popup:Bankautomat} somewhere in the near? Yes, right next to the <post office[great1.wav]#bakery[Nicht ganz!]/garage[Hören Sie noch einmal sorgfältig zu!]/butcher>, just opposite the <park#parking lot/bank/bakery>. Thank you very much? Is it far? No, not really. It's about a <15[Sehr gut!]#5/50[Hören Sie sorgfältig zu!]>[Was besagt der Satz 'No, not really'?] minutes walk. {F1#Clicking with the right mouse on a gap opens a popup dialog offering several options}
Skill 1	L
Skill 2	Richtungsanweisungen verstehen, Zahlen verstehen
Learning Goals	<Show>This task also shows how to create individual feedbacks and individual help for a single gap of the task. The media-limit is set to 2, meaning: the learner can only listen to the sound file twice. The Help function is also available with the right mouse. If there is general help available (Help Field), it is shown if the learner selects Help. If you provide individual help for a certain single task, this help is (dis)played. {Scripting#file:TecScript500.rtf}
Keywords 1	Geld, Bargeld, Bank, Bankautomat, Entfernung, Weg, Fragen stellen, Nummern, Höflichkeit
Keywords 2	Fragesätze
Comment	Listening comprehension. Should be no problem.

Solution	
General Feedback	
Feedback Mode	AUTO
Randomize	
Help	
Notes	
Info	Tips for scripting: Place the "gap" within the text. The first expression is the correct one, maybe followed by alternative correct answers (separated by a slash symbol /). After the # symbol you might enter wrong answers. The symbols <> indicate the gap within the text. You can enter an individual feedback after each answer (if you want to). In this case, the correct answer grocery results in playing the sound file great.wav . The wrong answers bakery and garage show the text feedback Not quite and Listen again carefully . For butcher no individual feedback is entered, so the default feedback of the programme is played. An individual feedback is placed directly behind an answer and is marked by the symbols []. It is also possible to enter an individual help/hint for a single gap or multiple-choice question. In this example, the learner can get some extra help for the last sentence of the dialogue: What does the first sentence imply? An individual help message is placed directly after the gap and is also marked by the symbols [].



Element	Description
Screen Time	
Display Text	
Media File	Dialog001.wav
Media Limit	2
Image File	Img1_Small.bmp
Task Design	Gapfill task based on a dialogue. Picture showing 2 people talking.
Version	1



Element	Description
Module	Sample Module
Screen-No.	510
Task Type	GAPFILL
Subtype	EDIT
Estimated Length	5
Level	1
Title	Technical Sample - Gapfill/Edit
Instruction	The same task and the same scripting like {before#screen:500}, but this time a an Edit subtype.
Task/Text	Excuse me, Sir. I've got no cash with me. Is there a {cash dispenser#popup:Bankautomat} somewhere in the near? Yes, right next to the < post office [great1.wav]#bakery[Nicht ganz!]/garage[Hören Sie noch einmal sorgfältig zu!]/butcher>, just opposite the <park#parking lot/bank/bakery>. Thank you very much? Is it far? No, not really. It's about a <15[Sehr gut!]/fifteen[Sehr gut!]#5/50[Hören Sie sorgfältig zu!]>[Was besagt der Satz 'No, not really'?] minutes walk. {F1#With the }{f3#Edit subtype }{F1#it is not necessary to enter wrong answers in the script, unless you want to provide individual feedback for certain entries.}
Skill 1	L
Skill 2	Richtungsanweisungen verstehen, Zahlen verstehen
Learning Goals	<Show>This task also shows how to create individual feedbacks and individual help for a single gap of the task. The media-limit is set to 2, meaning: the learner can only listen to the sound file twice. The Help function is also available with the right mouse. If there is general help available (Help Field), it is shown if the learner selects Help. If you provide individual help for a certain single task, this help is (dis)played. {Scripting#file:TecScript500.rtf}
Keywords 1	Geld, Bargeld, Bank, Bankautomat, Entfernung, Weg, Fragen stellen, Nummern, Höflichkeit
Keywords 2	Fragesätze
Comment	Listening comprehension. Should be no problem.

Solution	
General Feedback	
Feedback Mode	AUTO
Randomize	
Help	Hören Sie genau zu. Wenn Sie ein Wort nicht verstehen, können Sie auch im Wörterbuch nachschauen.
Notes	
Info	

Screen Time	
Display Text	
Media File	Dialog001.wav
Media Limit	2
Image File	Img1_Small.bmp

Task Design	Gapfill task based on a dialogue. Picture showing 2 people talking.
Version	1



Education and Culture

Leonardo da Vinci

Developer Manual





Element	Description
Module	Sample Module
Screen-No.	520
Task Type	GAPFILL
Subtype	DRAGDROP
Estimated Length	5
Level	1
Title	Technical Sample - Gapfill/DragDrop
Instruction	A gapfill task using drag&drop functions.
Task/Text	Excuse me, Sir. I've got no cash with me. Is there a {cash dispenser#popup:Bankautomat} somewhere in the near? Yes, right next to the <post office[great1.wav] >, just opposite the <park>. Thank you very much? Is it far? No, not really. It's about a <Fifteen[great4.wav]>[Was besagt der Satz 'No, not really'?] minutes walk. {F1#With the }{f3#DragDrop subtype }{F1#you should only enter correct items in the gaps.}
Skill 1	L
Skill 2	Richtungsanweisungen verstehen, Zahlen verstehen
Learning Goals	<Show>This task also shows how to create individual feedbacks and individual help for a single gap of the task. The media-limit is set to 2, meaning: the learner can only listen to the sound file twice. The Help function is also available with the right mouse. If there is general help available (Help Field), it is shown if the learner selects Help. If you provide individual help for a certain single task, this help is (dis)played. {Scripting#file:TecScript520.rtf}
Keywords 1	Geld, Bargeld, Bank, Bankautomat, Entfernung, Weg, Fragen stellen, Nummern, Höflichkeit
Keywords 2	Fragesätze
Comment	Listening comprehension. Should be no problem.

Solution	
General Feedback	
Feedback Mode	REQUEST
Randomize	
Help	Hören Sie genau zu. Wenn Sie ein Wort nicht verstehen, können Sie auch im Wörterbuch nachschauen.
Notes	
Info	

Screen Time	
Display Text	
Media File	Dialog001.wav
Media Limit	2
Image File	Img1_Small.bmp

Task Design	Gapfill task based on a dialogue. Picture showing 2 people talking.
Version	1



Element	Description
Module	Sample Module
Screen-No.	530
Task Type	GAPFILL
Subtype	EXCHANGE
Estimated Length	5
Level	1
Title	Technical Sample - Gapfill/DragDrop
Instruction	In this Gapfill-Exchange task, the gaps are filled randomly and have to be exchanged to create correct phrases.
Task/Text	Excuse me, Sir. I've got no cash with me. Is there a {cash dispenser#popup:Bankautomat} somewhere in the near? Yes, right next to the <post office[great1.wav]>, just opposite the <park>. Thank you very much? Is it far? No, not really. It's about a <Fifteen>[Was besagt der Satz 'No, not really'?] minutes walk. {F1#With the }{f3#Exchange subtype }{F1#you should only enter correct items in the gaps.}
Skill 1	L
Skill 2	Richtungsanweisungen verstehen, Zahlen verstehen
Learning Goals	<Show>This task also shows how to create individual feedbacks and individual help for a single gap of the task. The media-limit is set to 2, meaning: the learner can only listen to the sound file twice. The Help function is also available with the right mouse. If there is general help available (Help Field), it is shown if the learner selects Help. If you provide individual help for a certain single task, this help is (dis)played. {Scripting#file:TecScript530.rtf}
Keywords 1	Geld, Bargeld, Bank, Bankautomat, Entfernung, Weg, Fragen stellen, Nummern, Höflichkeit
Keywords 2	Fragesätze
Comment	Listening comprehension. Should be no problem.

Solution	
General Feedback	
Feedback Mode	AUTO
Randomize	
Help	Hören Sie genau zu. Wenn Sie ein Wort nicht verstehen, können Sie auch im Wörterbuch nachschauen.
Notes	
Info	

Screen Time	
Display Text	
Media File	Dialog001.wav
Media Limit	2
Image File	Img1_Small.bmp

Task Design	Gapfill task based on a dialogue. Picture showing 2 people talking.
Version	1



Element	Description
Module	Sample Module
Screen-No.	540
Task Type	GAPFILL
Subtype	DIALOGUE
Estimated Length	5
Level	1
Title	Technical Sample - Gapfill/Dialogue
Instruction	In this Gapfill task, the learner can select bits or parts of a phrase (within gaps) to create new sentences that can be played and listened to.
Task/Text	<Excuse me, Sir[ExcuseMe.wav]/I've got no cash with me[NoCash.wav]>. <Is there a cash dispenser somewhere in the near?[CashDispenser.wav]/I've got no cash with me [NoCash.wav]>[Excuse me, Sir I've got no cash with me#Dialog001_1.wav] <Yes[Yes.wav]/Oui[oui.WAV]>, <right next to the post office[PostOffice.wav]/just opposite the park[JustOppositePark.wav]>.
Skill 1	L
Skill 2	Richtungsanweisungen verstehen, Zahlen verstehen
Learning Goals	<SHOW> This task type can be used to create sentences out of separate phrases. It can be used to train patterns in a language. The Gapfill/Dialogue task can be used to create phrases and listen to phrases, the Gapfill/Record task uses the same scripting, but allows for recording as well. {Scripting#file:TecScript540.rtf}
Keywords 1	Geld, Bargeld, Bank, Bankautomat, Entfernung, Weg, Fragen stellen, Nummern, Höflichkeit
Keywords 2	Fragesätze
Comment	Listening comprehension. Should be no problem.

Solution	
General Feedback	
Feedback Mode	AUTO
Randomize	
Help	Hören Sie genau zu. Wenn Sie ein Wort nicht verstehen, können Sie auch im Wörterbuch nachschauen.
Notes	
Info	

Screen Time	
Display Text	
Media File	Dialog001.wav
Media Limit	
Image File	Img1_Small.bmp

Task Design	Gapfill task based on a dialogue. Picture showing 2 people talking.
Version	1



Element	Description
Module	Sample Module
Screen-No.	550
Task Type	GAPFILL
Subtype	RECORD
Estimated Length	5
Level	1
Title	Technical Sample - Gapfill/Dialogue
Instruction	In this Gapfill task, the learner can select bits or parts of a phrase (within gaps) to create new sentences that can be played and recorded and then listened to.
Task/Text	<Excuse me, Sir[ExcuseMe.wav]/I've got no cash with me[NoCash.wav]>. <Is there a cash dispenser somewhere in the near?[CashDispenser.wav]/I've got no cash with me [NoCash.wav]>[Excuse me, Sir I've got no cash with me#Dialog001_1.wav] <Yes[Yes.wav]/Oui[oui.WAV]>, <right next to the post office[PostOffice.wav]/just opposite the park[JustOppositePark.wav]>.
Skill 1	L
Skill 2	Richtungsanweisungen verstehen, Zahlen verstehen
Learning Goals	<SHOW> This task type can be used to create sentences out of separate phrases. It can be used to train patterns in a language. The Gapfill/Dialogue task can be used to create phrases and listen to phrases, the Gapfill/Record task uses the same scripting, but allows for recording as well. {Scripting#file:TecScript540.rtf}
Keywords 1	Geld, Bargeld, Bank, Bankautomat, Entfernung, Weg, Fragen stellen, Nummern, Höflichkeit
Keywords 2	Fragesätze
Comment	Listening comprehension. Should be no problem.

Solution	
General Feedback	
Feedback Mode	AUTO
Randomize	
Help	Hören Sie genau zu. Wenn Sie ein Wort nicht verstehen, können Sie auch im Wörterbuch nachschauen.
Notes	
Info	

Screen Time	
Display Text	
Media File	Dialog001.wav
Media Limit	
Image File	Img1_Small.bmp

Task Design	Gapfill task based on a dialogue. Picture showing 2 people talking.
Version	1



Element	Description
Module	Sample Module
Screen-No.	600
Task Type	MULTIPLECHOICE
Subtype	CHECKBOX
Estimated Length	3
Level	2
Title	Technical Sample - MultipleChoice/Checkbox
Instruction	A simple multiplechoice task consisting of two groups of two "subtasks" each.
Task/Text	<p>Wo ist der Bankautomat? Next to the parking lot<FALSE> Opposite the park<TRUE> Next to the post office<FALSE> <txt>{F4S8#It is also possible to insert formatted text in Dialogue, Record and MultipleChoice task.} {Scripting#file:TecScript320.rtf}</txt> # Wie lange braucht es bis zur Bank? 5 minutes<FALSE[Falsch. Hören Sie gut zu!]>[Achten Sie auf die letzte Silbe.] 15 minutes<TRUE[great5.wav]> 50 minutes<FALSE[Beinahe. Hören Sie gut zu!]>[Achten Sie auf die letzte Silbe.] <-> Wohin sollte man gehen? bakery<FALSE> grocery<TRUE> garage<FALSE> # Wieviel Geld wurde abgehoben? 5 Pounds<FALSE> 15 Pounds<FALSE> Ich weiß nicht<TRUE></p>
Skill 1	L
Skill 2	Fragen stellen, Richtungsanweisungen verstehen, Zahlen verstehen
Learning Goals	<p><Show>The script of a multiple-choice task consists of a question and a number of answers. Question and answers are separated by carriage returns. Each answer has to be followed by a <TRUE> or <FALSE>.</p> <p>It is possible to group several multiple-choice tasks (like in this example). Single multiple choice questions are separated by the symbol #. In this case 4 single questions are divided into 2 groups using the symbol <->. At the opening of the screen, the first two questions are presented, then the second group is being shown.</p> <p>Like with the gapfill task of screen 5 you can enter an individual feedback and/or an individual help/hint message for a single answer. This would be entered like this: How long does it take you to the bank? 5 minutes<FALSE[Oops! No, not really.]> 15 minutes<TRUE[Well done]> 50 minutes<FALSE[Listen carefully]>[Pay attention to the last syllable]</p> <p>You can display up to 3 multiplechoice tasks with each up to 4 answers at the same time. {Sample script#file:TecScript600.rtf}</p>
Keywords 1	Geld, Bargeld, Bank, Bankautomat, Entfernung, Weg, Fragen stellen
Keywords 2	Fragesätze
Comment	Listening comprehension test

Solution	
General Feedback	



Element	Description
Feedback Mode	
Randomize	
Help	
Notes	
Info	

Screen Time	
Display Text	
Media File	Dialog001.wav
Media Limit	
Image File	Img1_Small.bmp

Task Design	Multiple Choice test for dialogue
Version	1



Element	Description
Module	Sample Module
Screen-No.	610
Task Type	MULTIPLECHOICE
Subtype	CHECKCIRCLE
Estimated Length	3
Level	2
Title	Technical Sample - MultipleChoice/Checkcircle
Instruction	The same like {before#screen:600} except for the design.
Task/Text	<p>How many MultipleChoice tasks can be displayed at the same time?</p> <p>1<FALSE> 3<TRUE> 10<FALSE></p> <p>#</p> <p>How many answers can be displayed at the same time?</p> <p>40<FALSE[Falsch. Hören Sie gut zu!]>[Achten Sie auf die letzte Silbe.] 4<TRUE[great5.wav]> 14<FALSE[Beinahe. Hören Sie gut zu!]>[Achten Sie auf die letzte Silbe.]</p> <p><txt> {F4S8#It is also possible to insert formatted text in Dialogue, Record and MultipleChoice task.} {Scripting#file:TecScript320.rtf}</txt> <-></p> <p>Wohin sollte man gehen?</p> <p>bakery<FALSE> grocery<TRUE> garage<FALSE></p> <p>#</p> <p>Wieviel Geld wurde abgehoben?</p> <p>5 Pounds<FALSE> 15 Pounds<FALSE> Ich weiß nicht<TRUE></p>
Skill 1	L
Skill 2	Fragen stellen, Richtungsanweisungen verstehen, Zahlen verstehen
Learning Goals	<Show>If you want to display more than one multiplechoice tasks on a screen, you have to use the doublecross separator. You can display up to 3 multiplechoice tasks with each up to 4 answers at the same time. {Sample script#file:TecScript600.rtf}
Keywords 1	Geld, Bargeld, Bank, Bankautomat, Entfernung, Weg, Fragen stellen
Keywords 2	Fragesätze
Comment	Listening comprehension test

Solution	
General Feedback	
Feedback Mode	
Randomize	
Help	
Notes	
Info	

Screen Time	
Display Text	
Media File	Dialog001.wav
Media Limit	



<i>Element</i>	<i>Description</i>
Image File	Img1_Small.bmp
Task Design	Multiple Choice test for dialogue
Version	1



Element	Description
Module	Sample Module
Screen-No.	620
Task Type	MULTIPLECHOICE
Subtype	CLOUD
Estimated Length	3
Level	2
Title	Technical Sample - MultipleChoice/Cloud
Instruction	Multiplechoice task in Cloud design.
Task/Text	<p>Wo ist der Bankautomat?</p> <p>parking lot<FALSE></p> <p>park<TRUE></p> <p>post office<FALSE></p> <p><txt>{F4S8#It is also possible to insert formatted text in Dialogue, Record and MultipleChoice task.}</p> <p>{Scripting#file:TecScript320.rtf}</txt></p> <p>#</p> <p>Wie lange braucht es bis zur Bank?</p> <p>5 minutes<FALSE[Falsch. Hören Sie gut zu!]>[Achten Sie auf die letzte Silbe.]</p> <p>15 minutes<TRUE[great5.wav]></p> <p>50 minutes<FALSE[Beinahe. Hören Sie gut zu!]>[Achten Sie auf die letzte Silbe.]</p> <p><-></p> <p>Wohin sollte man gehen?</p> <p>bakery<FALSE></p> <p>grocery<TRUE></p> <p>garage<FALSE></p> <p><txt></p> <p>{F4S8#It is also possible to insert formatted text in Dialogue, Record and MultipleChoice task.}</p> <p>{Scripting#file:TecScript320.rtf}</txt></p> <p>#</p> <p>Wieviel Geld wurde abgehoben?</p> <p>5 Pounds<FALSE></p> <p>15 Pounds<FALSE></p> <p>Ich weiß nicht<TRUE></p>
Skill 1	L
Skill 2	Fragen stellen, Richtungsanweisungen verstehen, Zahlen verstehen
Learning Goals	<p><Show>If you want to display more than one multiplechoice tasks on a screen, you have to use the doublecross separator. You can display up to 3 multiplechoice tasks with each up to 4 answers at the same time.</p> <p>{Sample script#file:TecScript600.rtf}</p>
Keywords 1	Geld, Bargeld, Bank, Bankautomat, Entfernung, Weg, Fragen stellen
Keywords 2	Fragesätze
Comment	Listening comprehension test

Solution	
General Feedback	
Feedback Mode	
Randomize	
Help	
Notes	
Info	

Screen Time	
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Element	Description
Display Text	
Media File	Dialog001.wav
Media Limit	
Image File	Img1_Small.bmp
Task Design	Multiple Choice test for dialogue
Version	1



Element	Description
Module	Sample Module
Screen-No.	630
Task Type	MULTIPLECHOICE
Subtype	SOUND
Estimated Length	3
Level	2
Title	Technical Sample - MultipleChoice/Sound
Instruction	This MultipleChoice-Sound task offers variation on feedback using the {Request} command and setting the mode of the feedback. See also the information field.
Task/Text	<p>Where is the cash dispenser?</p> <p>ParkingLot.wav<FALSE> OppositePark.wav<TRUE> NextPostOffice.wav<FALSE> #</p> <p>How long does it take you to the bank?</p> <p>5min.wav<FALSE[Falsch. Hören Sie gut zu!]>[Achten Sie auf die letzte Silbe.] 15min.wav<TRUE[great5.wav]> 50min.wav<FALSE[Beinahe. Hören Sie gut zu!]>[Achten Sie auf die letzte Silbe.] #</p> <p>How much money was taken?</p> <p>5Pounds.wav<FALSE> 15Pounds.wav<FALSE> Idonotknow.wav<TRUE></p> <p><txt>{F4S8#It is also possible to insert formatted text in Dialogue, Record and MultipleChoice task.}{Scripting#file:TecScript320.rtf}</txt></p>
Skill 1	L
Skill 2	Fragen stellen, Richtungsanweisungen verstehen, Zahlen verstehen
Learning Goals	<p><Show>It is also possible to use sound as an answer. You simply insert a sound file instead of text. {Scripting#file:TectScript630.rtf}</p> <p>If the Feedback Mode is set to {Request}, the learner doesn't get immediate feedback. Thus, a task becomes more a test.</p>
Keywords 1	Geld, Bargeld, Bank, Bankautomat, Entfernung, Weg, Fragen stellen, Nummern, Höflichkeit
Keywords 2	Fragesätze
Comment	Listening comprehension test

Solution	
General Feedback	1=Naja, ein bißchen mehr Training wäre angebracht. 2=super.wav
Feedback Mode	REQUEST
Randomize	
Help	Hören Sie sich noch mal den Dialog an, wenn Sie unsicher sind.
Notes	
Info	

Screen Time	
Display Text	
Media File	Dialog001.wav
Media Limit	
Image File	Img1_Small.bmp



<i>Element</i>	<i>Description</i>
Task Design	Multiple Choice test for dialogue
Version	1



Element	Description
Module	Sample Module
Screen-No.	640
Task Type	MULTIPLECHOICE
Subtype	TEXT
Estimated Length	3
Level	2
Title	Technical Sample - MultipleChoice/Text
Instruction	The same like {before#screen:600} except for the design. In this case, there is no box or circle, instead, the answers themselves are clicked.
Task/Text	<p>How many MultipleChoice tasks can be displayed at the same time?</p> <p>One<FALSE> Three<TRUE> Ten<FALSE></p> <p></txt>{F4S8#It is also possible to insert formatted text in Dialogue, Record and MultipleChoice task.} {Scripting#file:TecScript320.rtf}</txt> # How many answers can be displayed at the same time?</p> <p>Fourty<FALSE[Falsch. Hören Sie gut zu!]>[Achten Sie auf die letzte Silbe.] Four<TRUE[great5.wav]> Fourteen<FALSE[Beinahe. Hören Sie gut zu!]>[Achten Sie auf die letzte Silbe.] <-></p> <p></txt>{F4S8#It is also possible to insert formatted text in Dialogue, Record and MultipleChoice task.} {Scripting#file:TecScript320.rtf}</txt> Wohin sollte man gehen?</p> <p>bakery<FALSE> grocery<TRUE> garage<FALSE></p> <p># Wieviel Geld wurde abgehoben?</p> <p>5 Pounds<FALSE> 15 Pounds<FALSE> Ich weiß nicht<TRUE></p>
Skill 1	L
Skill 2	Fragen stellen, Richtungsanweisungen verstehen, Zahlen verstehen
Learning Goals	<Show>If you want to display more than one multiplechoice tasks on a screen, you have to use the doublecross separator. You can display up to 3 multiplechoice tasks with each up to 4 answers at the same time. {Sample script#file:TecScript600.rtf}
Keywords 1	Geld, Bargeld, Bank, Bankautomat, Entfernung, Weg, Fragen stellen
Keywords 2	Fragesätze
Comment	Listening comprehension test

Solution	
General Feedback	
Feedback Mode	
Randomize	
Help	
Notes	
Info	

Screen Time	
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Element	Description
Display Text	
Media File	Dialog001.wav
Media Limit	
Image File	Img1_Small.bmp
Task Design	Multiple Choice test for dialogue
Version	1

Element	Description
Module	Sample Module
Screen-No.	700
Task Type	MENU
Subtype	PICTURE
Estimated Length	1
Level	1
Title	Technical Sample - Menu/Picture
Instruction	It is possible to create a menu by defining hotspots on an image. Use the MenuEditor program to create the scripting for this screen type. {Note: The maximum image size is 640 x 480 pixels.}
Task/Text	<53 117 213 276 Fragesätze bilden und aufnehmen 470 menu.wav> <-> <245 245 405 406 Freie Textaufgaben 900 menu.wav> <-> <428 70 589 231 Strassen und Plätze finden 800 menu.wav> <-> <113 28 404 97 TextChunk Every hotspot can also be linked to a sound that is played when the learner clicks on the area.> <-> <9 420 627 468 TextChunk It is also possible to use {f3#formatted text} and {links#audio:menu.wav} in the menu (and in the Picture Task).>
Skill 1	
Skill 2	
Learning Goals	<Show>You'll find the project file for this task in the images directory of the scripting sample files (menu.men). Open this file with the Menu Editor.
Keywords 1	
Keywords 2	
Comment	

Solution	
General Feedback	
Feedback Mode	
Randomize	
Help	
Notes	
Info	

Screen Time	
Display Text	
Media File	
Media Limit	
Image File	Menu.bmp

Task Design	
Version	1



Element	Description
Module	Sample Module
Screen-No.	800
Task Type	PICTURETASK
Subtype	DISCOVER
Estimated Length	10
Level	2
Title	Technical Sample - PictureTask/Discover
Instruction	In this task, the learner typically clicks on elements in the image and gets some response: text and/or sound. This task can be used, for example, to introduce vocabulary. See also information.
Task/Text	<pre><415 192 469 235 Tower Bridge Here is the Tower Bridge Bridge.wav >[] <-> <291 105 365 149 Museum of London Here is the Museum of London Museum.wav >[] <-> <23 60 86 99 Madam Tussaud's Here is Madam Tussaud's Tussaud.wav >[] <-> <62 230 137 288 Buckingham Palace Here is Buckingham Palace BPalace.wav >[] <-> <540 277 611 352 Southwark Park Here is Southwark Park SPark.wav >[] <-> <475 181 549 219 The Docks Here are the Docks Docks.wav >[] <-> <162 243 216 294 Big Ben Here is Big Ben BigBen.wav >[] <-> <48 359 603 407 TextChunk It is also possible to use {f3#formatted text} and {links#audio:menu.wav} in the PictureTask (and in the Menu).></pre>
Skill 1	L
Skill 2	Hörverständnis
Learning Goals	Straßen und Plätze in London
Keywords 1	Straßenkarte, Weg
Keywords 2	
Comment	Listening comprehension. Let's make more of it: websites about London places, tourist information etc. is a good start. If somebody already travelled Britain, talking/writing about the journey is also a worthwhile try. Again a good idea to involve the tandem partner.

Solution	
General Feedback	
Feedback Mode	
Randomize	3
Help	Versuchen Sie ruhig einmal, die Namen mitzusprechen.
Notes	
Info	Use the PitEditor to create the scripting for this task. The maximum size of the image is 640 x 480 pixel. You'll find the project file for this task in the images directory of the scripting sample files (PicDiscover.pit). Open this file with the PitEditor.

Screen Time	
Display Text	
Media File	
Media Limit	
Image File	Map001.bmp



<i>Element</i>	<i>Description</i>
Task Design	The learner sees a street map. He listens to directions and has to click on the appropriate point in the map.
Version	1



Element	Description
Module	Sample Module
Screen-No.	810
Task Type	PICTURETASK
Subtype	CLICK
Estimated Length	10
Level	2
Title	Technical Sample - PictureTask/Click
Instruction	In this task, the learner is prompted via text and/or sound to click on a certain area. {See also information.} Right-cklicking on the image opens the well-known popup menue.
Task/Text	<pre><415 192 469 235 Tower Bridge Here is the Tower Bridge Bridge.wav great5.wav> [Bridge.wav] <-> <291 105 365 149 Museum of London Here is the Museum of London Museum.wav great4.wav>[Museum.wav] <-> <23 60 86 99 Madam Tussaud's Here is Madam Tussaud's Tussaud.wav great1 .wav> [Tussaud.wav] <-> <62 230 137 288 Buckingham Palace Here is Buckingham Palace BPalace.wav great2.wav>[That's where the Queen drinks tea] <-> <540 277 611 352 Southwark Park Here is Southwark Park SPark.wav great2.wav> [SPark.wav] <-> <475 181 549 219 The Docks Here are the Docks Docks.wav great1 .wav>[Docks.wav] <-> <162 243 216 294 Big Ben Here is Big Ben BigBen.wav great3.wav>[BigBen.wav] <-> <48 359 603 407 TextChunk It is also possible to use {f3#formatted text} and {links#audio:menu.wav} in the PictureTask (and in the Menu).></pre>
Skill 1	L
Skill 2	Hörverständnis
Learning Goals	
Keywords 1	Straßenkarte, Weg
Keywords 2	Instruktionen
Comment	Listening comprehension. Let's make more of it: websites about London places, tourist information etc. is a good start. If somebody already travelled Britain, talking/writing about the journey is also a worthwhile try. Again a good idea to involve the tandem partner.

Solution	
General Feedback	
Feedback Mode	
Randomize	3
Help	
Notes	



Element	Description
Info	Use the PitEditor to create the scripting for this task. The maximum size of the image is 640 x 480 pixel. You'll find the project file for this task in the images directory of the scripting sample files (PicClick.pit). Open this file with the PitEditor. {Note: You can use the instruction sound as individual help. This way, the learner can listen again to the instruction.}

Screen Time	
Display Text	
Media File	
Media Limit	
Image File	Map001.bmp

Task Design	The learner sees a street map. He listens to directions and has to click on the appropriate point in the map.
Version	1



Element	Description
Module	Sample Module
Screen-No.	815
Task Type	PICTURETASK
Subtype	CONTINUE
Estimated Length	10
Level	2
Title	Technical Sample - PictureTask/Continue
Instruction	In this task, the learner is prompted via text and/or sound to click on a certain area. In this case, the subtype "Continue" automatically shows the next subtask after the learner has clicked the right spot.
Task/Text	<pre><415 192 469 235 Tower Bridge Here is the Tower Bridge Bridge.wav great5.wav> [Bridge.wav] <-> <291 105 365 149 Museum of London Here is the Museum of London Museum.wav great4.wav>[Museum.wav] <-> <23 60 86 99 Madam Tussaud's Here is Madam Tussaud's Tussaud.wav great1 .wav> [Tussaud.wav] <-> <62 230 137 288 Buckingham Palace Here is Buckingham Palace BPalace.wav great2.wav>[That's where the Queen drinks tea] <-> <540 277 611 352 Southwark Park Here is Southwark Park SPark.wav great2.wav> [SPark.wav] <-> <475 181 549 219 The Docks Here are the Docks Docks.wav great1 .wav>[Docks.wav] <-> <162 243 216 294 Big Ben Here is Big Ben BigBen.wav great3.wav>[BigBen.wav] <-> <48 359 603 407 TextChunk It is also possible to use {f3#formatted text} and {links#audio:menu.wav} in the PictureTask (and in the Menu).></pre>
Skill 1	L
Skill 2	Hörverständnis
Learning Goals	<SHOW>In this case the feedback-mode is set to <POINT>. In this case, the a point is drawn when the learner clicks the right hotspot. The <POINT> flag only works with the picturtask.
Keywords 1	Straßenkarte, Weg
Keywords 2	Instruktionen
Comment	Listening comprehension. Let's make more of it: websites about London places, tourist information etc. is a good start. If somebody already travelled Britain, talking/writing about the journey is also a worthwhile try. Again a good idea to involve the tandem partner.

Solution	
General Feedback	
Feedback Mode	<POINT>
Randomize	
Help	
Notes	



Element	Description
Info	Use the PitEditor to create the scripting for this task. The maximum size of the image is 640 x 480 pixel. You'll find the project file for this task in the images directory of the scripting sample files (PicClick.pit). Open this file with the PitEditor. {Note: You can use the instruction sound as individual help. This way, the learner can listen again to the instruction.}

Screen Time	
Display Text	
Media File	
Media Limit	
Image File	Map001.bmp

Task Design	The learner sees a street map. He listens to directions and has to click on the appropriate point in the map.
Version	1



Element	Description
Module	Sample Module
Screen-No.	820
Task Type	PICTURETASK
Subtype	DRAGDROP
Estimated Length	10
Level	2
Title	Technical Sample - PictureTask/DragDrop
Instruction	In this task, the learner is prompted via text and/or sound drop the text or sound items on the correct area area. See also information. Right-cklicking on a “drop item” opens the well-known popup menue.
Task/Text	<pre><415 192 469 235 Tower Bridge Go to the Tower Bridge GoToBridge.wav great.wav> [GoToBridge.wav] <-> <291 105 365 149 Museum of London Go to the Museum of London GoToMuseum.wav great.wav>[GoToMuseum.wav] <-> <23 60 86 99 Madam Tussaud's Go to Madam Tussaud's GoToTussaud.wav great.wav>[GoTo Tussaud.wav] <-> <62 230 137 288 Buckingham Palace Go to Buckingham Palace GoToBPalace.wav great.wav>[GoToBPalace.wav] <-> <540 277 611 352 Southwark Park Go to Southwark Park GoToSPark.wav great.wav> [GoToSPark.wav] <-> <475 182 549 220 The Docks Go to the Docks GoToDocks.wav great.wav>[GoTo Docks.wav] <-> <162 243 216 294 Big Ben Go to Big Ben GoToBigBen.wav great.wav> [GoToBigBen.wav] <-> <176 367 470 400 TextChunk This is a map of {central} London></pre>
Skill 1	L
Skill 2	Hörverständnis
Learning Goals	
Keywords 1	Straßenkarte, Weg
Keywords 2	Instruktionen
Comment	Listening comprehension. Let's make more of it: websites about London places, tourist information etc. is a good start. If somebody already travelled Britain, talking/writing about the journey is also a worthwhile try. Again a good idea to involve the tandem partner.

Solution	
General Feedback	
Feedback Mode	
Randomize	4
Help	
Notes	
Info	Use the PitEditor to create the scripting for this task. The maximum size of the image is 640 x 480 pixel. You'll find the project file for this task in the images directory of the scripting sample files (PicClick.pit). Open this file with the PitEditor.



Element	Description
Screen Time	
Display Text	
Media File	
Media Limit	
Image File	Map001.bmp

Task Design	The learner sees a street map. He listens to directions and has to click on the appropriate point in the map.
Version	1



Element	Description
Module	Sample Module
Screen-No.	825
Task Type	PICTURETASK
Subtype	DRAGDROP
Estimated Length	10
Level	2
Title	Technical Sample - PictureTask/DragDrop
Instruction	In this task, the learner is prompted via text and/or sound drop the text or sound items on the correct area area. See also information. Right-cklicking on a “drop item” opens the well-known popup menu.
Task/Text	<415 192 469 235 Tower Bridge Go to the Tower Bridge GoToBridge.wav great.wav> [GoToBridge.wav] <291 105 365 149 Museum of London Go to the Museum of London GoToMuseum.wav great.wav>[GoToMuseum.wav] <23 60 86 99 Madam Tussaud's Go to Madam Tussaud's GoToTussaud.wav great.wav>[GoTo Tussaud.wav] <62 230 137 288 Buckingham Palace Go to Buckingham Palace GoToBPalace.wav great.wav>[GoToBPalace.wav] <-> <540 277 611 352 Southwark Park Go to Southwark Park GoToSPark.wav great.wav> [GoToSPark.wav] <475 182 549 220 The Docks Go to the Docks GoToDocks.wav great.wav>[GoTo Docks.wav] <162 243 216 294 Big Ben Go to Big Ben GoToBigBen.wav great.wav> [GoToBigBen.wav] <176 367 470 400 TextChunk This is a map of {central} London>
Skill 1	L
Skill 2	Hörverständnis
Learning Goals	
Keywords 1	Straßenkarte, Weg
Keywords 2	Instruktionen
Comment	Listening comprehension. Let's make more of it: websites about London places, tourist information etc. is a good start. If somebody already travelled Britain, talking/writing about the journey is also a worthwhile try. Again a good idea to involve the tandem partner.

Solution	
General Feedback	
Feedback Mode	REQUEST
Randomize	
Help	
Notes	
Info	Use the PitEditor to create the scripting for this task. The maximum size of the image is 640 x 480 pixel. You'll find the project file for this task in the images directory of the scripting sample files (PicClick.pit). Open this file with the PitEditor.

Screen Time	
Display Text	
Media File	
Media Limit	
Image File	Map001.bmp



<i>Element</i>	<i>Description</i>
Task Design	The learner sees a street map. He listens to directions and has to click on the appropriate point in the map.
Version	1

Element	Description
Module	Sample Module
Screen-No.	900
Task Type	FREETASK
Subtype	TRANSLATE
Estimated Length	15
Level	3
Title	Technical Sample - Freetask/Translate
Instruction	This freetask style screen can be used for free input (or translation work). In this case, the learner is offered 2 alternative solutions by clicking on the {Sol./Result} button. See also information.
Task/Text	Gehen Sie geradeaus zur nächsten Kreuzung, dann links, und gehen Sie weiter, bis Sie die Ampeln sehen und rechts eine Bank. Nehmen Sie die Einbahnstrasse gleich bei der Bank und folgen Sie der Strasse, bis Sie zu einem Friedhof kommen. Und genau gegenüber dem Grab von Mortimer finden Sie den 'Mortal Man', die beste Stammkneipe auf der Welt.
Skill 1	R,W
Skill 2	Richtungsanweisungen geben
Learning Goals	<Show>Whenever you enter text in the solution field, the Solution button is shown. The solution field does not make sense in all task types, but it can be quite effective in the Freetask und Record-Template types.
Keywords 1	Entfernung, Weg, Weg beschreiben, Straßenkarte
Keywords 2	Instruktionen
Comment	Not an easy task, several possible solutions.

Solution	<p>Eine Möglichkeit: Go straight to the next crossing, turn left, go on until you see the traffic lights and a bank to the right. Take the one-way next to the bank and follow the road until you pass a churchyard. And right opposite Mortimer's grave you'll find the 'Mortal Man', the best local pub on earth.</p> <p>-----</p> <p>Eine weitere Möglichkeit: Go directly to the next crossroads, turn to the left, go on until you see the traffic lights and a bank on the right hand side. Take the one-way street next to the bank and follow the street until you pass a graveyard. Directly opposite the grave of Mortimer you find the best local pub on earth, the 'Mortal Man'.</p>
General Feedback	
Feedback Mode	
Randomize	
Help	Nehmen Sie das Wörterbuch zu Hilfe, wenn Sie sich nicht sicher sind. Die Lösungen sind Lösungsvorschläge, die von Ihrer Lösung etwas abweichen können. Wenn Sie sich unsicher sind, schicken Sie Ihren Text per E-mail zum Tutor.
Notes	
Info	

Screen Time	
Display Text	STORE
Media File	
Media Limit	
Image File	

Task Design	Not so simple translation task.
Version	1



Education and Culture

Leonardo da Vinci

Developer Manual





Element	Description
Module	Sample Module
Screen-No.	910
Task Type	FREETASK
Subtype	EDIT
Estimated Length	30
Level	3
Title	Technical Sample - Freetask/Edit
Instruction	Sehen Sie sich die Karte auf Seite 16 im Arbeitsheft an und beschreiben Sie auf Englisch, wie Sie im Auto vom Startpunkt zum Stadtzentrum kommen. Schicken Sie dann die Wegbeschreibung per Mail ihrem Tutor.
Task/Text	
Skill 1	W
Skill 2	Richtungsanweisungen geben
Learning Goals	<Show>In this task, the learner gets the instruction to look up a certain page in the workbook and write some instructions on how to get to the town centre. The text is then send via e-mail to the learner's personal tutor.
Keywords 1	Entfernung, Weg, Weg beschreiben, Straßenkarte
Keywords 2	Instruktionen
Comment	Not an easy task, several possible solutions.

Solution	
General Feedback	
Feedback Mode	MAIL
Randomize	
Help	Nehmen Sie das Wörterbuch zu Hilfe, wenn Sie sich nicht sicher sind.
Notes	
Info	

Screen Time	
Display Text	STORE
Media File	
Media Limit	
Image File	

Task Design	Nothing special. The "Send" or "Mail" button should be clearly visible. If the learner clicks on this button, he shout get a "are you really really really sure..." message (in case he accidentally clicks on this button).
Version	1



Element	Description
Module	Sample Module
Screen-No.	920
Task Type	FREETASK
Subtype	RECORD
Estimated Length	30
Level	3
Title	Technical Sample - Freetask/Record
Instruction	Beschreiben Sie nach der Karte (Seite 16 im Arbeitsheft) auf Englisch, wie Sie im Auto vom Startpunkt zum Stadtzentrum kommen. Nehmen Sie dann die Wegbeschreibung per Mikrofon auf und schicken Sie das Ergebnis per Mail ihrem Tutor.
Task/Text	In this task, the learner gets the instruction to look up a certain page in the workbook and record some instructions on how to get to the town centre. The recording is then send via e-mail to the learner's personal tutor.
Skill 1	W
Skill 2	Richtungsanweisungen geben
Learning Goals	
Keywords 1	Entfernung, Weg, Weg beschreiben, Straßenkarte
Keywords 2	Instruktionen
Comment	Not an easy task, several possible solutions.

Solution	
General Feedback	
Feedback Mode	MAIL
Randomize	
Help	Nehmen Sie das Wörterbuch zu Hilfe, wenn Sie sich nicht sicher sind.
Notes	
Info	

Screen Time	
Display Text	STORE
Media File	
Media Limit	
Image File	

Task Design	Nothing special. The "Send" or "Mail" button should be clearly visible. If the learner clicks on this button, he shout get a "are you really really really sure..." message (in case he accidentally clicks on this button).
Version	1