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For the Teacher or Parent

Welcome to *Let's Go*, an award-winning multimedia program designed for children who are beginning their study of English or who are learning to read and write in English. Using themes and situations common to children everywhere, *Let's Go* provides the vocabulary and language structures needed for everyday communication.

Let's Go was created by experienced teachers and is based on instructional strategies and techniques that have proven successful in English language classrooms around the world and which are supported by recent research in language acquisition. The language has been carefully chosen and sequenced to aid comprehension while at the same time remaining natural. The program is based on the *Let's Go** series published by Oxford University Press.

Let's Go makes full use of multimedia by integrating listening, speaking, and reading activities, with a special emphasis on listening—the key skill necessary to acquire any language. The program provides hours of listening tasks and activities, and the carefully designed songs, conversations, games, colorful graphics, and animations keep students engaged throughout the learning experience. As a beginning course for children, *Let's Go* makes rich use of pictures and animations to help children understand the meaning of the words they hear.

Course Structure and Sequencing

Each level of *Let's Go* is divided into eight units, each opening with a Song and a Conversation, followed by Vocabulary, Grammar, and Phonics lessons, and ending with a Game. The units are organized around themes which give context to the vocabulary, grammar, and useful expressions introduced in the unit. Although the lessons can be selected in any order, the units—and the lessons within the unit—develop sequentially in steps, beginning with simple vocabulary and learning tasks, then progressing to more difficult vocabulary and more complex language structures. Important language structures and vocabulary from earlier units are reviewed in later units, and each unit ends with a language learning game, designed to give entertaining yet challenging practice.

Although reading is not required to complete any task in the program, on-screen text is provided in many exercises to promote reading readiness.



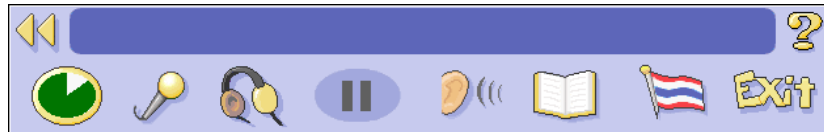
A *Placement Test* and 24 *Mastery Tests* are available for use by teachers who have access to DynEd's **Records Manager**. For more information, please see the *Let's Go Teacher's Manual*.

* *Let's Go* (2nd Edition) content is used under license from Oxford University Press.







For the Student



When you start the program, you will meet two playful cats: Sam and Ginger. You will then hear a brief explanation of the *Let's Go* Control Bar.



This is the *Let's Go* Control Bar. It will always be at the bottom of the screen when you are using the program.

-  You can listen to each sentence of *Let's Go* as many times as you like. If you want to hear something again, click on the *Listening* button.
-  If you don't understand an English sentence, click on the *Translation* button. You will hear the words translated into your own language. (Bilingual versions only.)
-  If you want to see the spelling of a word or group of words, click on the *Reading* button. You will hear and see the words.
-  If you want to practice saying the words and recording your voice, click on the *Speaking* button. The button will highlight. Say the words, then click on the button again to stop recording. You can then click on this button to  hear your own voice.
-  Click on the *Pause* button whenever you want to stop for a short time or if you need time to answer a question. When the Pause button is flashing, the program will not move on to the next word or sentence. Click again on the Pause button in order to continue.

Whenever you click on any Control Bar button, the Pause button will begin to flash and the program will not go on to the next sentence until you click on the Pause button again.



If you want to hear a sentence again, but the program has already gone on to the next sentence, use the *Rewind* button to go back one sentence at a time.



When you are in a lesson, click on the *Help* button for instructions.



When it is your turn to make a choice or to speak, the *Timer* will begin to time down.




The *Exit* button will let you leave any lesson at any time. You can then choose another lesson to study or quit the program completely.

Use the **Options** menu to see student records, adjust the volume on your computer, increase or decrease the pause between sentences, and check or adjust the Shuffler Level for each lesson.

The Shuffler™ Level and Completion Percentage

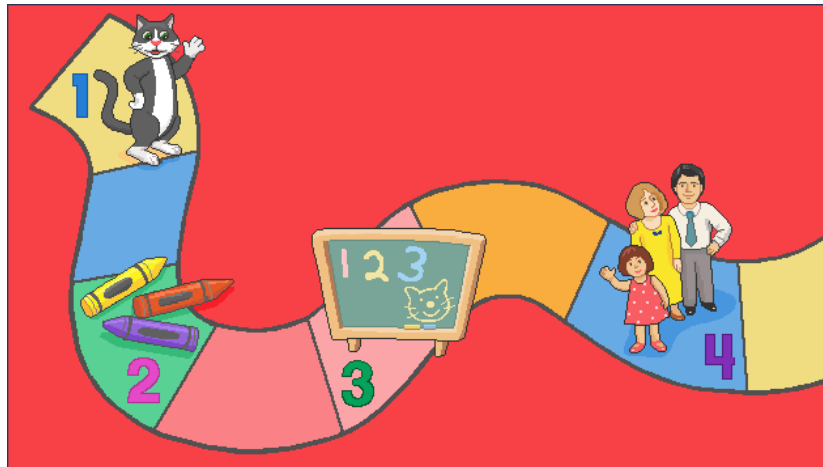
A unique feature of DynEd courseware is the Shuffler. As you answer questions and complete activities, the "Shuffler Level" (from 0.0 to 3.0) rises or falls, and the computer adjusts the depth or difficulty of the lesson accordingly. In *Let's Go*, this takes the form of additional sentences and comprehension questions at higher shuffler levels in some lessons. A lesson is fully open when the shuffler level reaches a level of 2.0 or higher.

The *Completion Percentage* is shown in the *Study Records* and by meter icons  that show under the Unit and Lesson icons when you move the mouse over the Study Records icon on the main menu screen. This indicates how effectively you have studied and practiced each lesson. In general, you should attain at least an 80-85% Completion Percentage in each lesson. This will ensure that you are going through each lesson several times, repeating and recording sentences, and moving from comprehension and practice to mastery. These steps lead to acquisition and long-term learning.

Main Menu

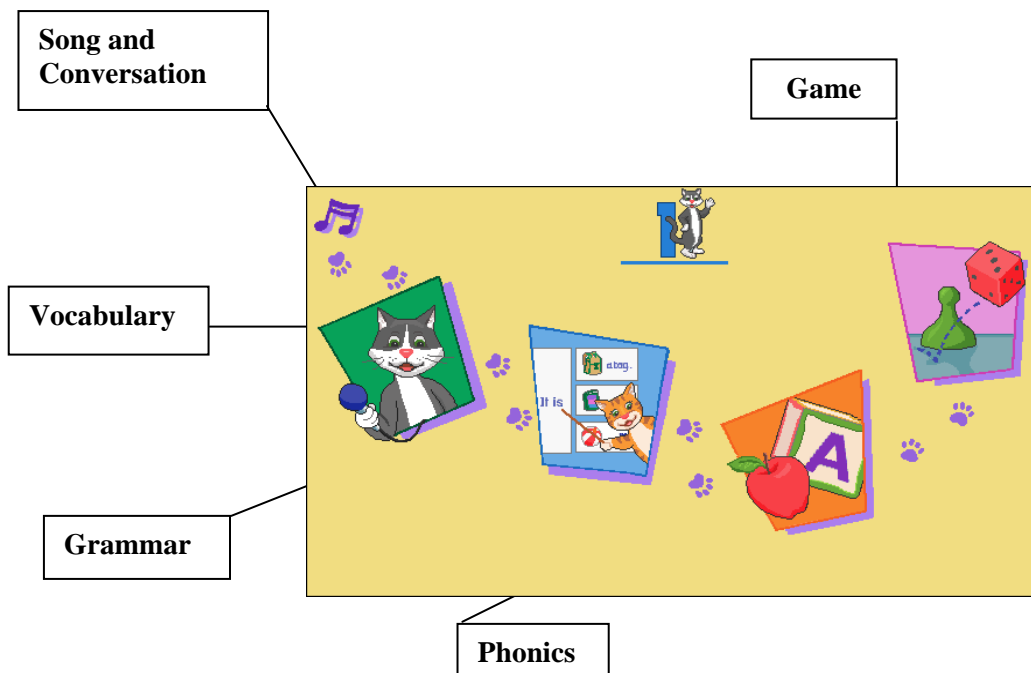
Sam and Ginger will be your guides as you study English with *Let's Go*. You will listen to their songs and conversations, meet their friends and family, and even have conversations with them. They will help you learn English, and they will give you help when you have difficulty.

After Sam and Ginger show you the Control Bar, you will see the Main Menu.



Each number on the screen represents a unit of *Let's Go*. Choose the unit you want to study by clicking on a number. When you select a unit, the program will take you directly to the Song and Conversation which begins the unit. A Mastery Test is accessible by clicking on a *star* that will appear on the menu *when the test is unlocked by the teacher* through use of the *Records Manager*.

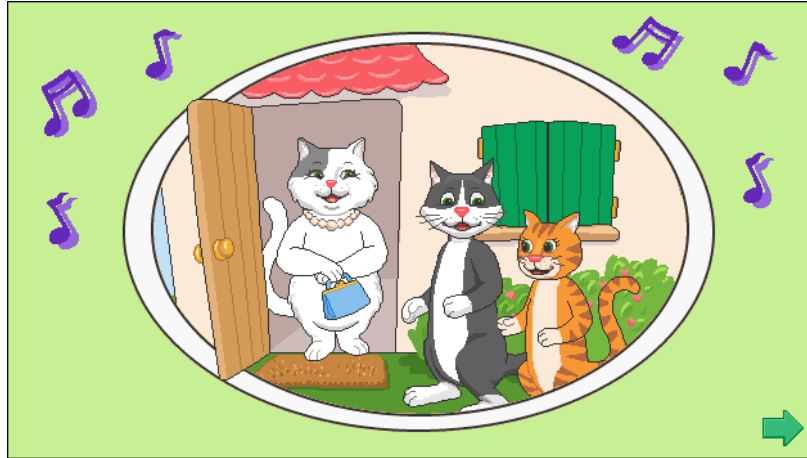
Lessons Menu







Song and Conversation

Each unit opens with an easy-to-learn Song and a brief Conversation related to the topic of the unit. The Songs introduce expressions that you will hear and use in everyday English conversations. Songs help you learn and remember useful English phrases and are a fun way to master English intonation. The words of the songs appear below the screen, highlighted word-by-word.



After listening to the song (and perhaps singing along), you will hear a short Conversation with Sam, Ginger, and their friends, introducing useful expressions and vocabulary. Using the Control Bar, you can repeat each sentence, see the written text, or record your voice to compare with the natural English speech of Sam and Ginger.


Click on the green forward  arrow in the lower right-hand corner to move ahead from the Song to the Conversation. Click on the back arrow  in the lower left-hand corner to go from the Conversation back to the Song. You can exit from the Conversation at any time by clicking on the Exit button in the Control Bar. When you exit from the Conversation, you will see the Lessons Menu for the unit you have chosen.

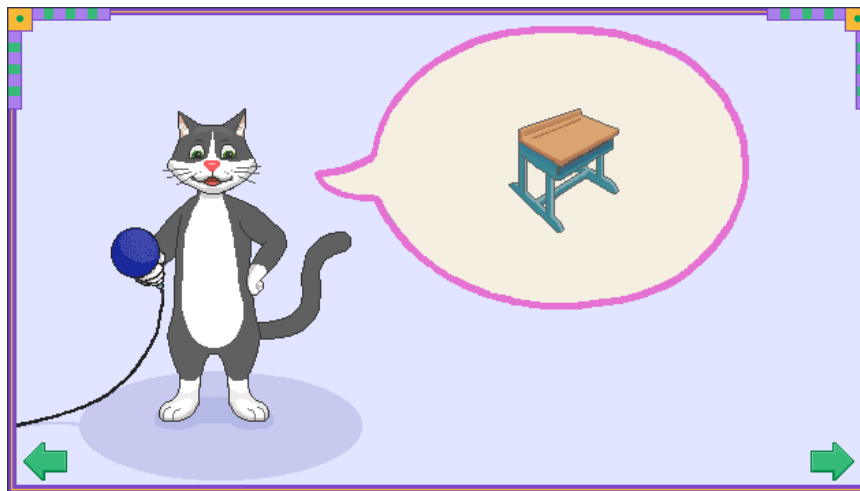





Vocabulary


The Vocabulary section introduces English words for people, objects, and activities that are important in children's lives.

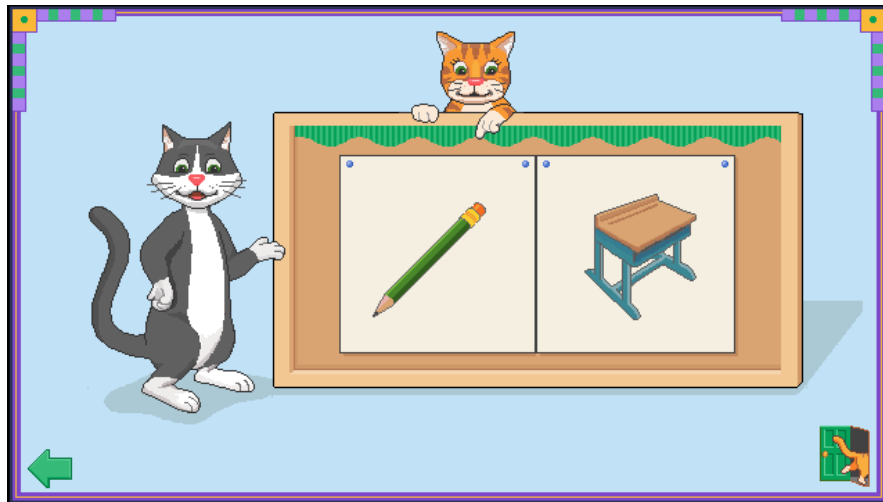


For each group of new words, a picture grid appears onscreen. Click on an object to hear its name and to see the spelling. Look at the pictures and try to remember the words. After you have studied each of the words, click on the forward arrow  in the lower right-hand corner of the screen. This will take you to the next step.



In Step 2, Sam will say each of the new words and you will have a chance to repeat the words. When you hear Ginger say "Your turn!" click on the microphone icon  on the Control Bar to begin recording. Click again to stop. You will hear your recording and then Sam will repeat the words. Compare your voice with Sam's. To hear your recording again, click on the earphone button . When you are ready to go to the next step, click on the forward arrow .

If you wish to return to Step 1 to review the new words, click on the back arrow  in the lower left-hand corner of the screen.



After you have practiced listening to and saying the new words, you can practice your understanding in a quiz in Step 3. Listen to the words that Sam says and click on the picture he is talking about. You will hear ten different words or expressions. Check your score. If you answer all the questions correctly, your score will be 100. Each time you do this activity, the questions will change. If your score is high, your “Shuffler Level” will go up, and the variety and difficulty of the questions will increase.



Grammar



The grammar of *Let's Go* is introduced and practiced in an interactive question-and-answer conversation with Sam. In Step 1, use the words on the screen to answer Sam's questions or to ask him a question. As you click on each word, you will hear the word and it will appear in the purple box below the chart on the screen. If you make a mistake or if you are having trouble, Ginger will help you. When your sentence is complete, you will hear it spoken by Ginger. Ginger will speak natural English, using contractions. For example, if you make the sentence *It is a crayon*, you will hear Ginger say *It's a crayon* and you will see *It* and *is* combine to make *It's*.

In this step, you will be able to make many different English sentences. When you are finished, click on the forward arrow to go to the next step.



In Step 2, Sam will ask you questions. Listen to his questions, then click on *Yes* or *No* to give your answer. Sometimes he will ask you personal questions, such as "Do you like spiders?" Ginger will say your answer and you will see the words in the purple box below the chart. Listen carefully to Sam's response and, if necessary, try again.

Listening to Sam's questions and answers will help you improve your listening comprehension as you hear new grammar and vocabulary in complete sentences. This will help you develop "an ear for the language." You will also learn to use short answers and contractions—such as *Yes, it is* or *No, it isn't*.



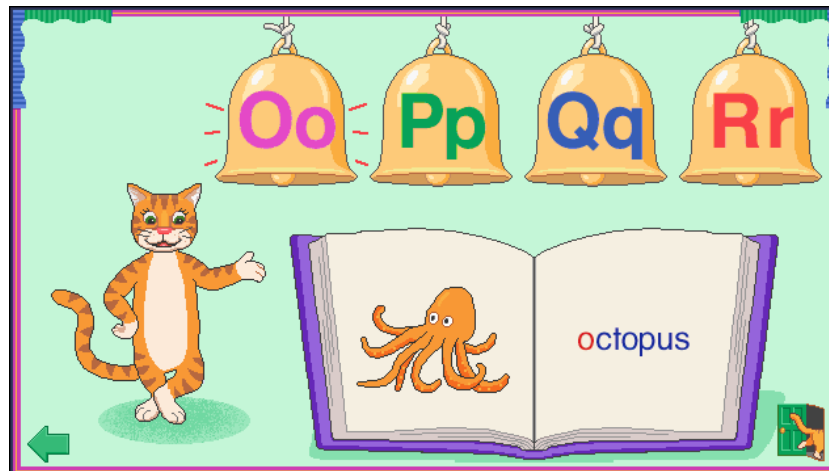
Phonics

Each Phonics lesson introduces the names and sounds of three or four English letters or letter combinations. You will also learn new words that contain these sounds.

Click on a picture or letter and listen carefully. Look at the words on the screen and see how the letters you see match the sounds you hear. For example, hear how *pencil* and *puddle* begin with the same sound and see that both words begin with the letter *P*. When you are familiar with each of the new words and sounds, click on the forward arrow to continue.



In the next Step, listen carefully to each word. What letter does it begin with? Click on the bell with the correct letter.






You will have two chances to answer correctly. When you finish, check your score. A perfect score is 100. If your score is less than 100, review the lesson and try again.



Games

Each unit includes a game which will help you practice the new language presented in *Let's Go*. The instructions are different for each game and each game will give you a chance to practice your English in a different way. If any game is too difficult, review the earlier lessons and try again.

General Study Tips

1. Practice using the Control Bar to pause the program, to repeat a word or sentence, to see the written text, or to record and playback the student's voice. The Pause button will begin to flash. When you are ready to continue, click on the flashing button. 
2. Use the green arrows   to move quickly from one step to another. Use the Exit button to quit a lesson or to choose a different unit to study.
3. We recommend that you study for 15-20 minutes at a time, followed by a break. Breaks are important to rest your eyes and keep your mind fresh. Each unit of *Let's Go* will require several hours of study, practice, and review. The amount of time depends on your initial English level and on the other language learning activities you are pursuing. It is best to study several times a week, reviewing often.
4. The best way to study each level of *Let's Go* is to study the lessons in the first unit before going on to the next. Listen to the Song and Conversation, then study Vocabulary, Grammar, and Phonics. After you have studied these lessons, you will be ready to play the Game. It is a good idea to go back to earlier lessons or games for review and to check your progress.

The language and topics of *Let's Go* have been carefully chosen to include the useful English expressions, vocabulary, and grammar that young children will need to use in everyday situations, both within and outside the classroom. We hope that you will enjoy studying English with *Let's Go*. Good luck!

Course Contents: Level 1

Units 1~4

Unit	Language Items	Function	Topics
1	Hello, I am (Sam). Hi, my name is (Ginger). What's your name? What's this? It's a book. Is this a book? Yes, it is. No, it isn't.	Greetings Introducing yourself Asking about objects Classroom commands 1	Names Classroom objects Alphabet A-Z Concentration Game
2	How are you? I'm fine, thank you. What color is this? It's (red). This is a (blue) (book).	Greetings Asking about colors Describing objects Classroom commands 2	Colors Classroom objects Phonics A, B, C Coloring Game
3	This is my friend, (Mimi). Hello, (Mimi). What are these? They're (cassettes).	Introducing friends Asking about objects (plural) Classroom commands 3	Classroom objects Numbers 1-10 Phonics D, E, F Counting Game
4	This is my (mother). Nice to meet you. Nice to meet you, too. Who's (she)? (She's) my (grandmother). (She's) (short).	Introducing family members Meeting someone politely Asking about people Describing people	Family Phonics G,H,I,J Alphabet Dot-to-Dot Game

Units 5~8

Unit	Language Items	Function	Topics
5	Happy birthday, (Sam). How old are you? I'm (ten) years old. It's (little). What is it? It's a (little)(ball).	Birthday greetings Asking and telling age Giving and receiving gifts Guessing Describing objects	Birthdays Age Toys Phonics K,L,M,N Vocabulary Matching Game
6	How's the weather today? It's (sunny). Where's the (kite)? It's (in) the tree. Where are the (books)? They're (under) the table. She (can) climb a tree. He (can't) climb a tree.	Asking about the weather Describing the weather Asking about location Specifying location Describing ability	Weather Outdoor activities Phonics O,P,Q,R Location Game
7	I'm (hungry). I want (an apple). Here you are. Thank you. What do you want? Do you want (chicken)? Yes, I do. No, I don't.	Expressing hunger and thirst Asking what someone wants Expressing wants	Things to eat Things to drink Phonics S,T,U,V Three-in-a-Row Game
8	What's your favorite (color)? (Red). What about you? I like (blue). What do you like? I like (frogs). I like (frogs), too. Do you like (spiders)? Yes, I do. No, I don't.	Asking about favorites Expressing likes Agreeing	Favorite colors Animals Phonics W,X,Y,Z Phonics Game

Course Contents: Level 2

Units 1~4

Unit	Language Items	Function	Topics
1	What's this/that? It's a (book). Is this/that a (pen)? Yes, it is. No, it isn't. What are these/those? They're (balls). Are these/those (dogs)? Yes, they are, No, they aren't.	Greetings Asking about objects (singular and plural) Identifying objects (singular and plural)	Classroom objects Toys Animals Word families -at, -an, -ap Concentration Game
2	What's the matter? I'm (sick). Who's he/she? She's Mrs. Grant. She's a nurse. Are they teachers? No, they aren't. They're students.	Asking about health Asking about names Describing professions	Physical states Professions Word families -ed, -en, -et Professions Game
3	The (table) is in the kitchen. There's (a TV) in the bedroom. Is there a (lamp) (on the table)? Yes, there is. No, there isn't.	Identifying rooms in a house Giving location of household objects	Addresses and phone numbers Rooms and household objects Word families -in, -it, -ig Household Objects Game
4	What's wrong? I can't (find my book). I can (do a magic trick). He can't (dance), but she can. Can you (sing a song)? Yes, I can. No, I can't.	Asking about a problem Expressing ability/inability	Activities Abilities Word families -og, -op, -un Word Families Game

Units 5~8

Unit	Language Items	Function	Topics
5	Do you want (a sandwich)? Yes, please. No, thank you. She doesn't want (an egg). He likes (salads). He doesn't like (oranges). Does he like (cookies)?	Asking about wants/likes Expressing wants/likes	Food items Word families -ame, -ake, -ay Three-in-a-Row Game
6	Whose (watch) is this? It's (Mimi's) (watch). Whose (books) are those? They're (Sam's) books. Do you have (a key) in your (hand)? Yes, I do. Does she have (a coin) in her pocket? Yes, she does.	Asking about possession Expressing possession	Personal everyday objects Word families -eet, -ee, -ear Jigsaw Puzzle Game
7	What time is it? It's 6:00. What do you do (at night)? I (wash my face). What does he do (at night)? He (talks on the telephone). Do you (eat breakfast) (in the morning)? No, I don't.	Asking and stating the time Asking about daily routine Describing daily routine	Time and times of day Daily activities Word families -ine, -ice, -ite Clock Game
8	Clap your hands! What are you doing? I'm (combing my hair). What's she doing? She's (coloring). Is he (flying a kite)? Yes, he is. No, he isn't.	Giving commands Asking what someone is doing Describing what you are doing	Activities Part of the body Word families -one, -o, -ue Make-a-Person Game

Course Contents: Level 3

Units 1~4

Unit	Language Items	Function	Topics
1	Where's (Eddy)? He's in the (classroom). Where's the (lunchroom)? It's (across from) (the gym). This is my friend, (Mimi).	Asking about and describing the location of a person Asking about and describing the location of a place Introducing someone	Rooms in a school Numbers 1-100 Phonics <i>cl, gl</i> Numbers Dot-to-Dot Game
2	I have some (paper). Do you have any (ribbon)? Yes, I do. No, I don't. I don't have any (ribbon). Do they have any (glue)?	Asking for/offering something Asking about possession (non-count nouns)	Expressing possession Classroom objects Phonics <i>pl, bl</i> Jigsaw Puzzle Game
3	What do you do on (Monday)? I go to (piano class). Do you (go to school) on (Sunday)? No, I don't. Do they (play) (after school)?	Asking about daily and weekly activities Describing activities	Days of the week After school activities Phonics <i>pr, br</i> Days of the Week Game
4	What time is it? It's (3:15). When does he (get up)? He (gets up) at (6:30). Does he ever (get up) at (9:00)?	Asking the time Stating the time Asking about daily routine Describing daily routine	Time and frequency Daily activities Phonics <i>tr, dr</i> Concentration Game

Units 5~8

Unit	Language Items	Function	Topics
5	Which dress do you like? I like the (green) one. What's he wearing? He's wearing (a blue shirt). Are they wearing (boots)? Yes, they are. No, they aren't.	Asking about preferences Expressing preferences Asking what someone is wearing Describing clothing	Adjectives Clothes Phonics <i>cr, gr</i> Dress the Alien Game
6	Where are you going? I'm going to (the store). Where's she going? She's going to (the park). She's (driving a car). Are they going to the (train station)? Yes, they are. No, they aren't.	Asking about destination Describing destination Describing transportation	Places in a community Transportation Phonics <i>fr, fl</i> Three-in-a-Row Game
7	Where were you yesterday? I was (at the beach). How was it? It was (great). Where was he? He was (on the slide). Were they (on the seesaw)? Yes, they were.	Asking about the past Talking about the past (verb: <i>to be</i>)	Places to visit Playground equipment Phonics <i>ch, sh</i> Playground Game
8	What did she (find)? She (found) a (bat). Where was it? It was (under) (a tree). Did they (find) (a ball)? No, they didn't. What did she (eat)? She (ate) (ice cream).	Asking about the past Talking about the past (irregular verbs)	Personal everyday objects Day trips Phonics <i>t, th</i> Phonics Game

Course Contents: Level 4

Units 1~4

Unit	Language Items	Function	Topics
1	I'm (Sam). I'm (10) years old. I'm in the fifth grade. How old are you? Which one is (bigger)? The (elephant) is (bigger). Is the (mouse) (smaller)?	Self-identification Expressing one's age and school grade Comparing animals and objects	Introductions Comparisons Phonics <i>ai, ay</i> Find the Differences Game
2	What do you do? I'm a (cook). What does she do? She's a (mechanic). She (fixes cars). Where does she work? She works (in a garage).	Asking about and identifying jobs and occupations Asking about and identifying places of work	Occupations Places of work Phonics <i>ea, ee</i> Professions Game
3	What were you doing? We were (running a race). Who was (first)? Bob was (first).	Asking about and describing what was happening Placing things in order	Ordinal numbers Outdoor activities Phonics <i>y, ie</i> Golf Course Game
4	When's your birthday? It's (August 24). What did you do on your birthday? I (went bowling).	Did you have a party? Asking about birthdays Asking about and expressing the past time (irregular verbs)	Months Dates Birthday Activities Phonics <i>ow, oa</i> Calendar Game

Units 5~8

Unit	Language Items	Function	Topics
5	Why did he (stay home)? He (stayed home) because he (had a fever). What did he do? He (played video games). Did he (listen to music)?	Using <i>why</i> and <i>because</i> Talking about sickness Expressing past time (regular -ed verbs)	Common illnesses Indoor activities Phonics <i>ew, oo</i> Three-in-a-Row Game
6	Guess what! What? I (hit a home run)! What happened? He (made a basket). Did they (score a goal)? Yes, they did. No, they didn't.	Expressing excitement Asking about and stating what happened (irregular verbs)	Sports activities Phonics <i>oi, oy</i> Concentration Game
7	Do you like to (go shopping)? Yes, I do. No, I don't. Are you (going to the party)? No, I can't. I have to (feed the dog). Does he have to (wash the dishes)? Yes, he does.	Asking and talking about what someone likes to do Asking and talking about what someone has to do (responsibilities)	Hobbies Favorite activities Household chores Phonics <i>ow, ou</i> Crazy Chores Game
8	What do you want to be? I want to be (an astronaut). What do you want to do? I want to (go to the moon). What is he going to do? He is going to (play baseball).	Talking about what someone wants to be Talking about what someone wants to do Talking about what someone is going to do	Dreaming about the future Talking about the immediate future Phonics <i>au, aw</i> Phonics Game

Course Contents: Level 5

Units 1~4

Unit	Language Items	Function	Topics
1	Do you have any sisters? I have two sisters. What do you like to do? I like to make models. What do you want to be? I want to be an engineer. I don't want to be a lawyer.	Self-identification Talking about what someone likes to do Talking about what someone wants to be	Introductions Family Occupations Phonics <i>sn, sm</i> Professions Game
2	What does he look like? He has (blue eyes). Does he have (brown hair)? No, he's the one with (red hair). Is she wearing (a yellow dress)?	Asking about and describing physical appearance Identifying people by their clothing and features	Family Physical appearance Phonics <i>sw, tw</i> Identification Game
3	He's going to (go camping). He'll need (a tent). What will they do tomorrow? They'll (go swimming). Will it (rain)? No, it won't.	Talking about the future (will) Talking about needs Describing tomorrow's weather	Outdoor activities Equipment Weather Phonics <i>sk, sch</i> Concentration Game
4	A (cheetah) is (faster) than a (gazelle). A (fox) isn't as (fast) as a (cheetah). The (cheetah) is the (fastest).	Comparing sizes and speed (comparative and superlative)	Animals Adjectives Phonics <i>st, str</i> Quick Quiz

Units 5~8

Unit	Language Items	Function	Topics
5	What's your favorite season? I like (summer) best. What did she do last (spring)? She (went fishing). What is she going to do next (winter)? She is going to (go skiing).	Asking about and expressing personal preference Talking about what someone did Talking about what someone is going to do	Seasons Seasonal activities Phonics <i>squ, qu</i> Three-in-a-Row Game
6	There is some (bread). There are some (cookies). How much (cake) is there? There's a lot. How many (pickles) are there? There are only a few.	Asking about and stating quantities (countable and uncountable items)	Food items Phonics <i>spr, spl</i> Jigsaw Puzzle Game
7	How old were you when you (learned how to ride a bike)? I was (five) when I (learned how to ride a bike). Sue learned how to read when she was four.	Asking about and stating when someone learned to do something	Childhood milestones Phonics <i>ph, kn</i> Phonics Game
8	Have you ever (driven a taxi)? Yes, I have. No, I haven't. Has Ginger ever (been to France)? Yes, she has. No, she hasn't.	Asking and talking about experiences	New and prior experiences Travel Phonics <i>wh, wr</i> Concentration Game

Course Contents: Level 6

Units 1~4

Unit	Language Items	Function	Topics
1	Have you (finished your homework)? Yes, I have. She has already (eaten dinner). He hasn't (eaten dinner) yet. How long has he (been a cook)? He has (been a cook) for five years.	Asking for and giving personal information Talking about how long someone has done something	Personal information Routine activities Extracurricular activities Phonics <i>-th, -itch</i> Three-in-a-Row Game
2	A (sunset) looks (beautiful). (Candy) tastes (sweet). This one's (bad), but that one's (worse). This one's the (best) of all.	Talking about tastes, aromas, sounds, textures, and appearances Making comparisons	The five senses Personal likes and dislikes Phonics <i>-rm, -rn</i> Five Senses Quick Quiz
3	Whose (hat) is this? It's (his). Is this (your) (shirt)? Yes, it's mine. No, it's (hers).	Asking about and stating possession	Clothing Phonics <i>-rk, -lk</i> Clothing Game
4	The farmer got up (before) the sun was up. He forgot to (set the alarm clock), so he (woke up late). The (plants died) because he (didn't water them).	Expressing order of activities Asking about and expressing cause and result	Farm animals and activities Phonics <i>-rt, -lt</i> Concentration Game

Units 5~8

Unit	Language Items	Function	Topics
5	What should she buy for (her father)? I think she should buy (him) (a watch). Should she buy (her mother) a (book)? I think she should.	Asking for and giving advice Making suggestions Expressing opinions	Shopping Gifts Phonics <i>-rd, -ld</i> Jigsaw Puzzle Game
6	If you could (go anywhere), (where) would you (go)? I would (go to London). What could you (buy) there? I could (buy) (a scarf).	Asking about and expressing <i>conditional</i> situations Asking about and expressing <i>possibilities</i>	Hypothetical situations Countries and cities Phonics <i>-nt, -nd</i> Concentration Game
7	(Roller coasters) are (exciting). He thinks (dinosaurs) are (scary). She said (the movie) was (funny).	Asking about and expressing opinions Expressing and describing an emotional reaction	Making choices Activities Phonics <i>-nk, -ng</i> Phonics Game
8	What should he do? Should he (take off) (his coat)? He should (take it off). She (turned on) (the light). She (turned the light on).	Talking about what someone should or shouldn't do Describing someone's past experiences Describing future plans	Actions (phrasal verbs) New and prior experiences Phonics <i>-mb, -mp</i> Personal Questions Game

Sample Learning Path for a Level

There are six levels of *Let's Go*. To determine which level to begin with, students should take the Placement Test. If a student places in Level 3, begin with Unit 1 of Level 3 and *also review the units in Level 2*, including the Mastery Tests. Review is an important element of language learning and should be a part of every study session. It is also important to meet with a teacher at least once a week to keep up motivation and also to help the student transfer the language of the course into their own life and circumstances.

There are 8 Units in a Level. Let's assume the student is placed at *Level 3*.

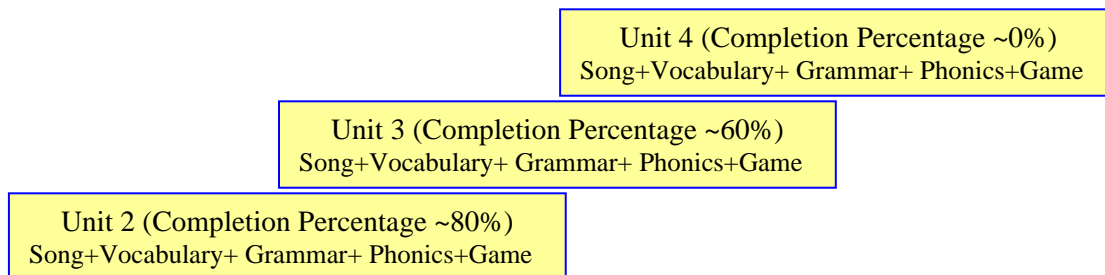
Step 1: Preview *all* lessons in Unit 1 of Level 3 and *review* Unit 1 of Level 2.

Step 2: Study *all* lessons of Unit 1 in each study session until the *Completion Percentage* for those lessons is 50~70%. While studying Unit 1, continue to review the Units from Level 2 and take the Mastery Tests as a check to confirm student level. Students should score at least 85 points on the tests if they have been placed properly.

Step 3: When the Completion Percentage for the lessons in Unit 1 is 50~70%, begin Unit 2 while *continuing* to study Unit 1: a combination of study and review.

Step 4: When the Completion Percentage for the lessons in Unit 2 is 50~70%, begin Unit 3 while *continuing* to study Unit 2. By now the Completion Percentage for the lessons in Unit 1 should be 70~90% or higher.

Step 5: When the Completion Percentage for the lessons in Unit 3 is 50~70%, begin Unit 4 while *continuing* to study Unit 3. By now the Completion Percentage for the lessons in Unit 2 should be 70~90%. This diagram shows the situation when *starting* Unit 4.



Step 6: When the Completion Percentage for the lessons in Unit 4 is 50~70%, begin Unit 5 while continuing to study Unit 4.

Step 7: When the Completion Percentage for the lessons in Unit 5 is 50~70%, begin Unit 6 and review Units 1~4 *until the Completion Percentage for all lessons is 80~100%*. At this point students should take the Mastery Test for Units 1~4.

Note: Most students should score at least 90% on the Mastery Test. If not, Completion Percentage needs to be adjusted so that students spend more time in the lessons before taking the Mastery Tests. The teacher can do this by using the DynEd's Records Manager.

Step 8: Repeat Steps 1~7 for all Units in Level 3. Then go on to Level 4 and continue the same process. Students should study several times in a week, generally 15~25 minutes per study session. In each study session, students should go through all lessons in a unit and also review lessons from a previous unit. In this way, the Completion Percentage will serve to guide the students and indicates when to take a Mastery Test.

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