Introduction

Welcome to *First English*, a multimedia English course for students ages 10-17 who have no knowledge of English. The course prepares students to continue their English studies with the follow-up course, *English For Success*, which prepares students for immersion in content areas.

In addition to providing vocabulary and structures of a general nature, the communicative focus of *First English* is on school life and the classroom. Animated characters Judy, Shawn, Maria and Ken help make the course interesting and practical as they interact with each other in a school setting. The course also develops reading skills, beginning with the alphabet and moving on to key letter-sound relationships in a series of lessons supported by the rest of the course so that the language skills of listening, speaking, grammar, vocabulary and reading reinforce each other at all times.

Visual and glossary support throughout help make the language comprehensible and interactive tasks and quizzes help students acquire the target language in a natural but accelerated mode of learning. *Mastery Tests* help motivate students and are useful for teachers who can easily monitor student activity and progress through the use of DynEd's award-winning *Records Manager* and its built-in *Intelligent Tutor*.

Each unit of the course is built around listening comprehension activities based on short presentations and comprehension questions in context, followed up by exercises that focus on grammar, oral fluency development, and written reinforcement. DynEd's unique interactive program enables students to work at their own pace, with instant access to repetition and learning aids such as voice-recording and playback, multilingual Glossary support, on-screen text, translation (for some languages) and Mastery Tests.

The interactive multimedia material in this course represents a significant advance over traditional language laboratory materials. As with any new set of tools, however, teachers and students alike need to develop techniques and strategies for using it most effectively. This *Instructor's Guide* contains suggestions for classroom use as well as guidelines for directing self-study.

Note: For updates to DynEd products, please go to DynEd's website at:
http://www.dyned.com

Level

First English is divided into 8 units. Units 1~4 are at the beginner level, and Units 5~8 transition from basic to pre-intermediate. Students who complete the first 4 units of *First English* are ready to begin study of *English For Success* in parallel, where the focus shifts to content areas and moves toward intermediate and upper-intermediate levels. The language content in both courses develops in a spiral fashion, with new language being introduced while familiar language is being practiced and reviewed.

To help determine a student's level, DynEd's *Placement Test* is recommended. *First English* is appropriate for students who place at or below 0.5 on the Placement Test. The *Mastery Tests* within the course help assess student progress and gauge when students are ready to move on.

Once the program is underway, the *Records Manager* monitors and evaluates the progress of each student. The *Records Manager* also allows teachers to control student learning paths by locking or unlocking specific lessons and *Mastery Tests*. Please see the *Records Manager Guide* for detailed information.

Lesson Organization

Depending on the learner's level and native language, each Unit generally requires five to eight hours of study over an extended period of at least one week or more, with frequent review being a key to success. Each unit has 5 lessons, each with a different focus:

1. The *Listening* lessons are divided into sections. Each section introduces key language and provides intensive practice, first in listening, and then in speaking -- when students record and monitor their speech and pronunciation in comparison with the native speakers. Comprehension questions help students focus on meaning and give students extensive practice with Wh- and Yes/No questions. Sample topics include: name, nationality, languages, countries, age, gender, locations, directions and much more. The content of these lessons will expand as a student's *shuffler level* increases.

2. The *Dialog* lessons focus on conversational English in and around school. Each lesson includes two or more dialogs with comprehension questions and glossary support. The animated characters are two girls, Maria and Judy, and two boys, Shawn and Ken.

3. The *Vocabulary* lessons focus on objects and actions important for beginners who need to use English in a school setting. Each vocabulary lesson is divided into several sections with comprehension tasks for each and a scored Quiz that covers all sections.

4. The *Grammar* lessons focus on the key grammar patterns that were presented in the Listening, Dialog, and Vocabulary lessons. Scored *Focus Exercises* in a Quiz format give students practice manipulating the language and learning important grammatical rules and relationships.

5. The **Letters & Numbers** lessons develop reading and vocabulary skills. The alphabet, phonics, numbers, times, and calendar language are presented and practiced in sections. Each lesson includes a Quiz.

The Shuffler™ Level and Completion Percentage

A unique feature of DynEd courseware is the *Shuffler*. As a student answers questions and completes 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 *First English*, 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 *Student Records*. It is also shown by *meter icons* that show under the Unit buttons when the mouse moves over the Student Records meter icon on the main menu screen. This indicates how effectively the student has studied and practiced each lesson. For more detailed information, please see the **Records Manager Guide**. In general, students should attain an 80-85% *Completion Percentage* in each lesson. This will ensure that they 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.

To assist students in reaching the goal of communicative competence, the **Completion Percentage** sets completion goals based on the following study activities: sentence repetitions, voice recording attempts, use of the glossary, shuffler level, and the number of questions which are answered correctly.

Intelligent Tutor

Many students feel ready to stop an activity when they 'understand' it. However, effective language learning should be approached as a skill to be acquired, and not merely an 'understanding' of grammar rules and vocabulary. The development of communicative competence and language automaticity requires regular focused practice through a cycle of preview, comprehension, practice, and review – and this over an extended period of time.

DynEd's **Intelligent Tutor** analyzes the study data for each student and class, including Completion Percentages, study frequency, test score levels, and usage of features such as voice record, and makes recommendations for improving study practices. This feature is a real time-saver for teachers and should be consulted on a regular basis. For more information about the **Intelligent Tutor**, please consult the **Records Manager Guide**.

Scope and Sequence

The following pages present the scope and sequence for each unit of the course. The language is presented in an incremental, spiral fashion, with each unit introducing new language while reinforcing earlier language. The language content is both conceptual and functional, with grammar and vocabulary always presented in phrases and sentences, and in a rich context that helps students understand the meaning. In each lesson, repetition plays a key role, with key patterns recurring throughout so that the meaning of the language becomes clear and underlying patterns are acquired. Language concepts that are difficult to teach are repeated more often and are gradually developed so that students have a chance to learn them.

The scope and sequence for each Unit gives the important structures and topics from the lessons in the unit. Example sentences or phrases are provided to give an idea of the level and context of the presentation.

Scope and Sequence: *First English* – Units 1 & 2

Unit	Main Learning Points	Topics
1	• **Demonstratives** (*this, that, these, here*) *This is a book. These are stairs.* • **Pronouns:** *he, she, it, I, you, they* • **Possessive Pronouns:** *my, her, his, your* • **Singular/Plural:** *book(s), pencil(s), person/people, city/cities, country/countries,* • ***be***, ***do***, **Contractions**, **Negation**: *They're, He's, His, It's, She's, You're, I'm, doesn't come from; isn't from…* • **Subject**-**verb agreement**: *I am, she/he/it/they is/are She comes from Mexico. They are students.* • *Present tense: come from, is from* • *Commands: open the door; close the book* • *Wh*- **questions**: *Where is she from? Where does she come from? What is his name? What are their names? Who is in the middle? Where is London?* • *Yes-No* **questions**: *Does she come from Mexico? Is this person a man or a woman?*	• **Greetings:** *How are you today? I'm fine, thanks.* • **Introduction:** *It's nice to meet you.* • **Country & Nationality:** *She comes from Mexico. She's Mexican. London is in England.* • **Gender:** *This person is a man. She's a woman.* • **Classroom objects:** *It's a book. This is a chair. This is a computer.* • **Classroom actions:** *Open the door. Close the book. Put up your hand.* • *Letters & Numbers: Alphabet A~Z* • *Letters & Numbers: Numbers 1~10*
2	• **Possessives:** *Tom's father; her name, his father's name; this boy's name…* • **Adjectives:** *short, long, red, the green book, this book is open, large, small, etc.* • **Singular/Plural:** *country, countries, sister(s), brother(s) languages* • **Can/can't:** *can speak Spanish, can play the piano* • **Contractions**, **Negation**: *can't…isn't…not any… doesn't have any* • **Subject**-**verb agreement**: *She can; he can; they can; they are; he isn't; They like…* • *Present tense: speak play the violin, study, sing* • *Commands: write your name, read a book, ask a question, etc…* • *Wh*- **questions**: *Which country…which of these cities…Who isn't a good singer? Who can't sing very well? How old is she? Which way is the cafeteria?* • *Yes-No* **questions**: *Are these two cities both in Europe? Is Tokyo in Japan or England? Can she speak Spanish?*	• **Age:** *She's fifteen years old.* • **Suggestion:** *let's eat; let's go…* • **Asking & Giving Directions:** *which way is…* • **Languages:** *She speaks Spanish* • **Ability:** *She can speak Spanish and French.* • **Family relations:** *sister, brother, father, mother, etc..* • **Classroom objects:** *a map, a line, a circle, an open door, a short pencil, a red book, etc.* • **Classroom actions:** *Draw a line, read a book, turn on the light, write your name, ask a question, etc…* • *Letters & Numbers: A~H (initial)* • *Letters & Numbers: Numbers 11~20* • *Time: 1:00~12:00*

Scope and Sequence: *First English* – Units 3 & 4

Unit	Main Learning Points	Topics
3	• **Prepositions of location and direction:** *in a house, near a park, from Mexico, to the door, from the door, with his family, at night, on, under, between, inside, outside, above, below, in front of, through, around...* • *Present tense: teaches, lives, works, has, goes, likes, drives, knows; They live in a house near a park. Ana goes to school. She does homework almost every night. Her father works in a bookstore. She teaches science.* • *Present progressive: walking, looking out, going to, coming from, sitting on, crossing a street, He is walking up some stairs. She is looking out the window. He is sitting on a bench.* • *Wh- questions: Whose book is it? What is he looking at? Who is walking through the door? Which book is under the table? Where is the short pencil? What does Ana's mother do? Where do his mother and father work? When does she do homework?* • *Yes-No questions: Are they crossing a street? Does she live with her family? Is the book on the table? Is Helen a good teacher? Do his parents have jobs? Do you know what time it is?*	• **Occupation:** *Helen is a teacher. His father works for a newspaper. His mother is an artist.* • **Greeting & Parting:** *Good morning! See you...* • **Suggestion:** *Let's look inside. Let's call her.* • **Asking & Giving Directions:** *which way is...* • **Asking & Giving Time:** *Do you know what time it is?* • **Relative Location:** *under the table, outside the circle, behind the computer, etc.* • **Colors:** *the orange pencil is next to the black pen; the green book is under the table.* • *Letters & Numbers: I~P (initial)* • *Letters & Numbers: Numbers 10~100* • *Time: 1:10, 2:30, 3:45, etc.*
4	• **Present progressive**: *He is reading a book, she's smiling because she's happy. I'm going to the library. She's wearing a blue school uniform.* • **Object pronouns:** *him, her, them His friends like him. He has lunch with them.* • **Adverbs of frequency:** *They usually have lunch together, Sometimes they do their homework together, Does Helen always take the bus? Sometimes she drives her car to school.* • **Adjectives:** *a good teacher, the wrong direction, happy, sad, tired, big, small, blue, brown, weak, strong...He reads many books. He is a great student. Jim has black hair and brown eyes. He's thin but very strong.* • **Reason and logical connection:** *He's thin but very strong, she's smiling because she's happy* • **There is (existential):** *there is a bus stop in front of the park, Is there a bus stop near the park?* • **Wh- questions**: *What does she like? What is he doing? What is in front of the park? How does Helen usually get to school? What is she wearing? How tall is she? What color is his hair. How much does he weigh?* • *Yes-No questions: Does he have blue eyes? Does Helen ever drive to school? Is there a bus stop near the park? Does she have a lot of CDs?*	• **Parts of the Body:** *She has brown eyes, He has little hands; She has a small nose... etc.* • **Emotions:** *She has a sad face; This man is afraid; This man is angry... etc* • **Senses & Use:** *We hear with our ears, we see with our eyes, we walk with our feet* • **Likes & Abilities:** *She likes music, Her parents don't like her music, She does well in school, Her favorite subject is science. She can sing very well.* • **Location & Address:** *across the street from their house; both sides of the park; her address is 15 Maple Street.* • **Schedule:** *Bus number 38 comes at 7:05, 7:35, and 7:50.* • *Letters & Numbers: Q ~W (initial)* • *Letters & Numbers: Ordinals & Fractions* • *Time: w/fractions, a quarter past*

Scope and Sequence: *First English* – Units 5 & 6

Unit	Main Learning Points	Topics & Sample Sentences
5	• **Future***: Next week; I'll ask them and phone you tonight. When are they going to have the party?* • **Frequency:** *She goes to school five days a week. On Monday and Wednesday afternoons…They often have a match on Saturdays…* • **Sequence & Duration:** *After dinner she listens to music. From 7:30 until 10:30 she does her homework. Then she checks her e-mail. They practice for around an hour and a half. How long do they practice?* • **Present progressive**: *He is getting on a bus; he's running very fast. He is standing on a corner. She's usually sleeping by 12:00. She is waiting for a bus.* • **Adjectives:** *fast, long, new, old, red, large, busy* • *Wh-questions*: *When does she check her e-mail? When are they going to have a party? What does she do between 7:00 and 7:15? What often happens on Saturdays? How far do you go? Which way do you turn?*	• **Invitation/Suggestion:** *Would you like something to eat? What kind of pizza would you like? How about next Saturday? Let's have it at my house.* • **Transportation:** *You can take this bus to the library, this is an old motorcycle. She is waiting for a bus We get on an airplane at an airport.* • **Daily Schedule:** *She gets up at 7:00. She gets dressed between 7:00 and 7:15. etc…* • **Giving Directions:** *Take the subway to City Center. Go out the Maple Street exit. Turn left.* • *Letters & Numbers: X ~Z* • *Letters & Numbers: Calendar: days of the week, months of the year*
6	• **Future w/going to***: Next week Tom is going to take a trip. He's going to visit his grandparents.* • **Duration:** *It takes her about twenty minutes to get to school. How long does it take her?* • **Present progressive**: *I'm doing my homework. He's drinking some juice from a glass. She's cutting an apple. He's pouring from a bottle into a glass.* • **Needs and Ability:** *Without her password she can't get her e-mail. Without her keys, she can't drive her car. I'd like to, but I can't. Do you know how to play chess? Yes, I do. How well can you swim? I'm a good swimmer.* • **Prepositions of location:** *across, inside, above, below, between, next to.* • *Wh-questions*: *Why can't Joan buy lunch? What can't Judy get without her password? What can't Joan find? What is Tom going to do next week? How far away do his grandparents live? When is Shawn going to go to the gym?*	• **Food & Drink:** *Two oranges, a piece of cake, a sandwich, cook some fish, buy an apple; He's opening a bottle. She's buying an apple. She's making a salad.* • **Telephone Expressions:** *Hello. Hi, It's Shawn.* • **Promise:** *I'll see on Monday. I'll be there.* • *Letters & Numbers: b, p, d, t, l, r final consonants* • *Letters & Numbers: m, n, f, g, k final consonants* • *Letters & Numbers: large numbers, decimal fractions*

Scope and Sequence: *First English* – Units 7 & 8

Unit	Main Learning Points	Topics & Sample Sentences
7	• **Past**: *was/were, did, got up, watched, checked, talked, turned on; She was sick. She had a headache, so she stayed at home. She took some medicine. She drank some tea. She ate an apple. etc.* • **Future:** *I have two tests tomorrow. You can pay me the rest tomorrow. I'll call her back later. She'll be back in about two hours.* • **Have to/ have got to:** *I've got to finish a book. She has to finish before midnight.* • **Quantification & Amounts:** *How much is it? I've got a lot of homework. She drank some tea. How many sandwiches did she eat? How much did he drink? Who didn't have any salad?* • **Comparison:** *Which costs more? Which costs the most? It costs less than... It costs more than...Ten is less than twenty.* • **Wh-questions w/past**: *What did she eat? Who ate the most? How many did he eat? Where did they have lunch? Why didn't she eat lunch?* • **Yes/No questions w/past**: *Did she drink any juice? Did she check her e-mail?*	• **Prices, Buying, Selling:** It's five dollars. How much is it? You can pay me the rest tomorrow. I'm selling tickets. Do you want to buy one? A salad costs $1.00. • **Schedule** w/past: *At 4:30 she took a nap. After dinner she talked with a friend on the telephone.* • **Telephone Expressions** *May I speak to Maria, please? Is Maria there? Maria isn't here right now. etc.* • **Occupations & Activities:** *a dentist checks teeth, a cook works in a kitchen. A doctor gives people medicine. A mechanic fixes cars. A teacher teaches students.* • ***Letters & Numbers: Consonant Clusters + ch, sh, th*** • ***Letters & Numbers: Money and Prices***
8	• **Past**: *was/were, They took a test. There were 20 questions on the test. She got 16 questions right. She didn't miss any. What was her score? Where were you yesterday? Last night he watched a movie... What did he do last night?* • **Modal: will:** *It will last for an hour. It will finish around 10:00. She will go with her best friend. She'll be at the library for about 30 minutes.* • **Look forward to:** *She's looking forward to the game.* • **Comparison:** *Jim did a little better than Jean. Joan got the highest score. a is less than b.* • **Adjectives:** *cold, hot, warm, wet, black, small* • **Frequency**: *always, often, usually, How often, He practices every day.* • **Wh-questions w/past & future**: *How long will she be at the library? When will the game finish? When is the game going to start? When was the science test? How many questions were on the test?* • **Yes/No questions w/past**: *Did Joan get a perfect score? Did Jim do better than Joan?*	• **Weekly Schedule** *He has music lessons every Tuesday afternoon. He practices every day.* • **Weather** *People carry umbrellas in rainy weather. People wear a coat in cold weather. How was the weather yesterday?* • **Times of day** *We get up in the morning. The sun rises in the morning. We can see the moon at night.* • ***Letters & Numbers: ee, er, ing, le, or; dy, ty, own, rn, rm, st (final)*** • ***Letters & Numbers: Numerical Operations & Numerical Relations***

General Orientation

First English can be used in a variety of classroom and self-study situations. It is best to use the program in frequent but fairly short (25-30 minute) sessions. If possible, these individual study sessions should be reinforced, reviewed and extended through classroom activities. The guidance, coaching and encouragement of a teacher is highly recommended, even if only once or twice per week.

When a student uses the course individually, the program keeps detailed study records that track everything the student does. It tracks the number of times the student uses the voice record and repeat buttons, for example, which helps to assess whether a student is using the course effectively. This information is available to the teacher through the *Records Manager* and *Intelligent Tutor*.

Individual study gives students the listening and speaking practice not possible in a classroom. It also allows less confident students to practice in a private, stress-free environment.

In many teaching situations, it isn't possible for all students to work individually on computers at the same time. One option is to divide the class into groups. While one group uses the computers for 20~25 minutes, another group works with the teacher, and a third group does written work, such as a lesson summary or the *Written Exercises* from this manual. This approach allows the teacher to work with smaller groups and allows students to use computers even when there aren't enough computers for each student in the class. It also allows teachers to group students by level.

The multimedia lessons of *First English* also provide exciting opportunities for whole-group activities. By using a large-screen monitor or projector and speakers to present the images, the teacher can use the program as a teaching assistant, for example to model the language in a way that some teachers may not be able to if they are not fluent in English. Using one computer with the whole class can add an element of speaking and listening to the lesson and can be a lively activity involving all the students. For example, after a group of sentences, students can work in pairs or small groups to review or summarize the language.

Orienting Students

Before students begin to use the program, explain the function and purpose of each button on the *Control Bar*. It is important that students know how to use the program to *practice* listening and speaking. This means they should use the repeat button, the voice-record button, the playback button, and the text buttons appropriately and in every study session. Their use of each button is monitored in the *Records Manager* and reflected in their *Completion Percentage* which they can see in their **Student Records.**

As students go through a lesson, comprehension questions check their understanding. The questions may change in response to student level. This helps to maintain student interest and involvement. See *Student Practice Guidelines*.

Mastery Tests

To see the Mastery Test menu, click the yellow button above the Unit 8 and Student Records buttons on the main menu. Each *Mastery Test* covers 2 units. A *Mastery Test* should be taken after students have studied and reviewed all lessons in the covered units. A good indicator of this is when students have an *80%* or more *Completion Percentage* in the lessons to be tested. At this point, students should be confident that they can understand and use the language of the lessons, and they should pass the *Mastery Test* with ease. For grading purposes, the following is recommended as a guide:

- 96-100   A Excellent
- 90-95   B Good
- 84-89   C Adequate
- 80-83   D Poor
- 0—79   F Fail

In order for students to take a *Mastery Test*, the teacher must use the **Records Manager** to unlock the test. Once a *Mastery Test* is taken, it will automatically lock again to prevent students from retaking it. In general, students should score *at least* 80% to pass. The tests are not designed to be tricky or to test unimportant details. Rather they check to see that students have mastered the key points of the units and are ready to go on. Students who score less than 80-85% should review the lessons and try again. If this is done, the students will take great strides in acquiring the target language as opposed to short-term memorization,

which quickly fades. Language acquisition means *mastery*, not momentary 'understanding' or short-term memorization.

Records Manager

DynEd's ***Records Manager*** is a tool for teachers and administrators that keeps and manages student and class records. It is required for *Mastery Tests*, for locking and unlocking lessons, and for assessing detailed study activities. For detailed information on installing and using the *Records Manager*, please refer to the ***Records Manager Guide***.

General Classroom Guidelines

First English is most effective when used with at least some classroom and teacher support. Classroom activities allow the student to practice using and extending the language presented in the course and provide motivation for more effective self-study when not in class.

Multimedia Role

Successful language learning requires frequent and effective practice. This multimedia program provides a variety of activities that encourage and facilitate intensive practice not possible in a classroom (see Student Practice Guidelines). In addition, the language content of the program is presented and sequenced so that language learning is accelerated and acquired as a skill, not just in short-term memory.

The program addresses all four language skills: *listening, speaking, reading* and *writing*. Lessons should begin with a listening focus, then speaking, then with text support, and finally with written exercises and follow-up assignments. We call this the "*Four Skills Path*."

Classroom Role

Classroom and teacher support give the language learner advantages not possible with multimedia alone. Some of these include:
- Group support and a social context for learning.
- Opportunities for small and large group preview and review activities.
- Opportunities for individual students to make *short* oral presentations.
- Opportunities to personalize and localize the content.

- Opportunities for language explanation and extension by the teacher, including the assignment of supplementary readings and programs.

For schools that provide at least some classroom support, the following sections give teaching suggestions for each type of lesson: *Listening, Dialog, Vocabulary, Grammar,* and *Letters and Numbers.* Depending on how much time is available, teachers can spend 3-5 minutes for each lesson type (~ 15 minutes) per class session over a period of several classes or focus on only one lesson-type per class. In general however, it is more effective to vary the focus of a class session and not spend too much time on a single activity.

Teaching Activities: *Listening*
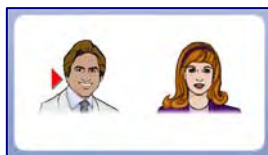
Each unit begins with a *Listening* lesson built around the lives of several characters and general information such as countries, schedules and prices. For each part of the lesson, there are several presentation sentences followed by comprehension questions that help students focus on the main points of the section. As the student goes through the lesson several times, the sentences and questions will vary as the student's *shuffler level* increases.

The visuals in each part help the students infer, process and remember the meaning expressed by the language patterns.

First, encourage the students to go through the lesson on their own, one part at a time. Then, in class, the following activities are a useful way to check comprehension, to see if the students have practiced effectively, and to personalize and extend the vocabulary:

- *Speaking*: Practice saying several sentences from a part, either as a class, as groups, or as individuals. Pay attention to the pronunciation, stress and intonation.

- *Grammar:* Put one or two key sentences on the blackboard and review or discuss the grammar.

- *Dictation*: For each part, dictate two or three sentences. Then have the students work in pairs to correct each other.

- **Extension**: Ask the students to vary the language to fit their own lives. This can be done in pairs or small groups.

- **Summarization**: As the students become confident, ask them to summarize each part.

- **Written Exercises**: Have students complete the Written Exercise A sheet from this guide for the Unit., either in class, or as homework.

Teaching Activities: *Dialog*

The second lesson in each unit is built around animated dialogs. Students should learn and practice these dialogs in several study sessions until they are memorized. In class, the following activities are useful:

- **Speaking**: Check to see that students can repeat each of the sentences clearly.

- **Role-Play**: Have students practice role-playing the scene in pairs. Then choose one or two pairs of students to role-play the scene in front of the class.

- **Phrase & Grammar Focus**: Make a list of important vocabulary and phrases from each dialog and have students practice using this language in new ways. For example, if Judy is talking about what food she likes or doesn't like, your students should use the same language to talk about their own likes and dislikes.

- **Hot Seat**: Choose or have the class choose a student to be in the *hot seat*. This student should then model the phrases or questions for the class. The teacher may evaluate and score each hot seat student.

- **Personalization**: Have students vary the dialogs so that the dialogs express their own personal situation. For example, if Maria comes from Mexico, then the students should say where they are from. If a student doesn't know how to say it, provide them with the language necessary to do so.

- **Written Exercises**: Have students complete the Written Exercises B & C from this guide, either in class, or as homework. These worksheets can be corrected and discussed in class.

Teaching Activities: *Vocabulary*

These lessons are built around the vocabulary of familiar objects and actions. Each part of the lesson presents a set of several vocabulary items, followed by 5 comprehension questions. A Quiz gives students additional practice. These lessons are generally the easiest in a unit, but they should be studied frequently so that the vocabulary items are not forgotten.

First, encourage the students to go through each part on their own. Then, in class, the following activities are a useful way to check comprehension, to see if the students have practiced effectively, and to extend or vary the vocabulary:

- **Speaking**: Check to see that students can say each word or phrase clearly, both as an individual word or phrase and in a short sentence such as "This is a computer."

- **Vocabulary Focus**: List important vocabulary on the blackboard and provide explanations and additional examples as needed.

- **Dictations**: Once all parts have been studied, dictate short phrases or sentences to the class that use the vocabulary items. Then have the students work in pairs to correct them.

- **Written Exercises**: Have students complete the Written Exercises D & E from this guide, either in class, or as homework.

Teaching Activities: *Grammar*

These lessons review the language from previous lessons, but focus on basic points of grammar such as pronouns, *is/are*, contractions, subject-verb agreement, word order, *Wh*-questions, and prepositions, etc.

As with the other lessons, encourage students to go through the lesson on their own. Then, in class, the following activities may be useful:

- **Grammar Focus**: List important vocabulary and grammar structures on the blackboard and provide explanations and additional examples as needed.

- *Written Exercises*: Have students complete the appropriate *Written Exercises* from this guide, either in class, or as homework.

Teaching Activities: *Letters and Numbers*

 The fifth lesson of each unit develops reading and vocabulary skills. In Unit 1, the alphabet is introduced, along with the numbers 1-10. In subsequent units, the focus is on key sound-letter relationships, first initial sounds, and then consonant clusters and final sounds. In addition, these units introduce and develop the vocabulary of numbers, basic math, prices, calendar, and time. As with all lessons, students should go through these lessons frequently, until the language is *mastered,* just as music students practice the scales each day -- as a part of every practice session.

- *Scrambled Words*: Divide the class into teams, and make 10 or 20 picture cards that have the words with blanked out letters, such as "an __pple." Shuffle the cards and put them face down on a desk. Then have one member of each team come to the desk. The teacher turns over the card. When one of the students thinks they know what the missing letter(s) is, they can pick up the card. Then the student has five seconds to say the word and spell it aloud. If they make a mistake, the other student can try. A mistake results in a loss of one point. A success results in a one point gain. At the end of the term, the winning team gets a 'spelling' trophy.
- *Spelling Bee*: Have a spelling bee, where 5 students from each team stand up. The teacher says a word and asks the first student from Team A to spell it. If the student makes a mistake, he/she sits down. If the student gets it right, the teacher gives a new word to the first student on the other side. Cycle through each team until each student has had at least one chance to spell a word. The team with the most students still standing wins.

Classroom Follow-up

Follow-up tasks may be oral or written. They may involve the whole class, small groups, pairs or individual students.

After students have spent time in a lesson, the teacher should ask the class to repeat some of the basic sentences from the lesson and answer simple comprehension questions. Whenever possible, ask the students to personalize the information. For example, in a lesson that focuses on Ana's daily schedule, students should try to present and answer questions about their *own* daily schedules. The *Lesson Scripts* in this manual can be used to help develop questions about the material. Whatever the assignment, keep it short, focused, and well within the ability of the students.

Student Practice Guidelines

Effective and frequent practice is the key to language learning. Short, frequent sessions are generally more effective than longer, infrequent sessions, because fatigue and other factors lead to inattention. More frequent study reduces the *total* time required to move from one language level to another. Ideally, students should use the program on a daily basis, in 25~45 minute sessions, and meet with a class and/or teacher once or twice per week. This model is similar to how students learn to play a musical instrument: Periodic meetings with a teacher or group, supported by daily practice sessions.

The amount of time and effort required to complete a particular lesson depends on level, language background, and whether the course is used as the main course or as a course supplement. Generally, each Unit will require 4-7 hours of study over a period of at least one week. Students should go through each lesson in the following ways:

(1) **Preview**, where they gain an overview of the lesson and general meaning *without* using the text;

(2) **Comprehension**, where they understand the content in increasing detail and confidence, repeating each sentence as many times as is necessary;

(3) **Language Focus**, where they check the text and glossary entries as needed. At this stage, students focus on the grammar and structure of the sentences, as well as new vocabulary;

(4) **Language Practice**, where they say each sentence or word, *record* it and *compare* it with the model;

(5) **Review**, where they regularly go over the languages that they have previously practiced;

(6) **Intermittent Review**, where they periodically return to the lesson to confirm their mastery of the material.

In one study session, students should work on parts of several lessons, (*Listening, Dialog, Vocabulary, Grammar, Letters & Numbers*) and *not* be restricted to just one lesson (see *Learning Path*). It is better to work through a lesson in a series of shorter sessions spread out over several days than spend a large amount of time in a single study session.

For intensive, accelerated programs, and once the students have completed Unit 4 of *First English*, an effective strategy is to use the course in parallel with *English For Success.* This allows students to work in 2 25-minute blocks, each with a different look and orientation. This keeps students actively engaged for a longer period of time without becoming bored. Another advantage of using these courses in parallel is that each provides review and extension of similar language but in different contexts. The resulting synergy reduces the total time that would be required if each course were used separately.

Note: To improve listening skills, students should *not* rely on text too early. When the text is visible, the listening process is completely different. Therefore, students should *not* look at the text until *after* they have listened to the language several times. If the material is too difficult to be used in this way, they should work with less advanced material or review previous Units.

Instructor's Guide

This guide is designed to help teachers prepare lesson plans based on *First English*. For each Unit, the guide contains:

- Goals and Main Learning Points for the Unit
- Lesson Scripts for the Unit
- Exercises for the Unit

Main Learning Points

The goals and main learning points for each unit are summarized and listed. To get an overview of the unit and for each lesson within the unit, begin here. It provides language examples that can be focused on and extended in class.

Lesson Scripts

These scripts give the key language for each lesson and for each part within each lesson. These scripts should *not* be given to students. They are for the use of the teacher only. Please note that in many cases the order of the sentences will not match what is presented in the course. This is because the course provides several alternative sentences and varies the presentation. The Lesson Scripts list all the alternatives, some of which may not be presented until the student reaches a higher shuffler level.

Written Exercises

The written *Exercises* in this guide *may* be copied and handed out to students who are using this course under a valid license, but may not be republished or *sold* without a separate licensing agreement with DynEd. These handouts are designed to serve as written reinforcement of the language presented in the Units. They are short and simple to do, and should be done quickly, *after* the students have studied the lessons. They are not intended to be tests, though they can easily serve as sample test questions for 5 minute mini-quizzes that can be used as another means to follow-up each lesson. The *Exercises* can be assigned as follow-up activities for in-class work or as homework.

Students should also be encouraged to write their own exercises. Instead of asking *Wh-* questions about the characters in the courseware (Maria, Judy, Ken, Shawn, etc.) for example, students may ask about each other or about people they know.

Appendix A: Using the Software

DynEd's courseware has been designed for ease of use by students and teachers. Nevertheless, before students begin to study on their own, it is important to introduce the basic functions of the program and to give suggestions about how best to study. For additional information, please consult the *User's Guide*.

The DynEd Control Bar

The *Control Bar* appears at the bottom of the screen in each lesson and allows students to:

- Exit from a lesson
- Pause the program
- Record and playback their voices
- Repeat individual words and sentences
- See the written text and access the Glossary

Learners use the *Control Bar* to control the pace and focus of their learning experience. When students first use the program, encourage them to click the buttons and explore their functions. Here is a description of the function of each of the buttons:

When you want to hear something again, click the *Repeat* button. You can listen to each sentence or question as many times as you'd like.

Click the *Pause/Play* button whenever you want to stop for a short time or if you need time to answer a question. When the *Pause/Play* button is flashing green, the program is paused and will not move on to the next sentence. Click the *Pause/Play* button again in order to continue.

Whenever you click any *Control Bar* button, the *Pause/Play* button will begin to flash and the program will pause until you click the *Play* button again.

To see the spelling of a word or group of words, click the *Text* button. If you click a highlighted word, you will see a *Glossary* screen.

The *Voice Record* button lets students record themselves. Click it to start recording and *again* to stop the recording. Then click the *Voice Playback* button to listen to the recording. Students can then compare their voices with the model by using the *Repeat* button. This important feature helps students improve their pronunciation, intonation, and fluency.

Use the *Exit* button to leave a lesson at any time. You can then choose another lesson or quit the program completely.

The *Rewind* button allows students to go back in the program one frame at a time, for example to hear a previous sentence

The *Fast-Forward* button allows students to move ahead in the program one frame at a time. Students cannot fast-forward through an exercise or comprehension question. The program will pause until the question is answered.

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

If you don't understand an English sentence, click the *Translation* button (if available). You will see the same sentence translated into your own language.

Pull Down Menus

The DynEd pull-down menus are at the top of your screen: *Options*, *Speech Recognition*, and *Help*.

Use the *Options* menu to:

- View Student Records
- Access the Glossary
- Adjust the volume on your computer
- Increase or decrease the pause between sentences

Student Records

The Student Records show the time spent in each lesson, the number of study sessions, the Completion Percentage (Completion Percentage), Quiz and Test scores, and the Shuffler Levels (Shuffler Level). Teachers can access the Student Records through the *Records Manager.*

Glossary

This provides alphabetical access to the Glossary screens for this course. The Glossary can also be accessed through the highlighted text whenever it occurs in a lesson.

Levels

This allows the user to set or view the levels of the following controls:

Volume: The Volume settings enable the user to control the volume of the audio, as well as for sound recorded using the *Voice Record* feature.

Pause Length: The language of the courseware is natural language spoken at a normal pace. Students can, however, adjust the amount of time between each sentence. A longer pause gives students more time to process the sounds they have just heard and to access comprehension aids (repeat, translation, text on) if necessary. A shorter pause more closely approximates natural speech and provides more of a listening challenge.

Help Screens

The Help screens can be accessed through the Help pull-down menu at the top of the screen. For bilingual versions, the Help screens are available with native language support.

Appendix B: Student Learning Path

Many students feel ready to stop an activity when they *understand* it. However, that is when real language learning begins. Language skills such as listening and speaking need to be *mastered through practice.*

To help students practice effectively, teachers should instruct and coach the students about how to go through the lessons in *First English,* not once or twice, but multiple times. The following learning sequence is recommended:
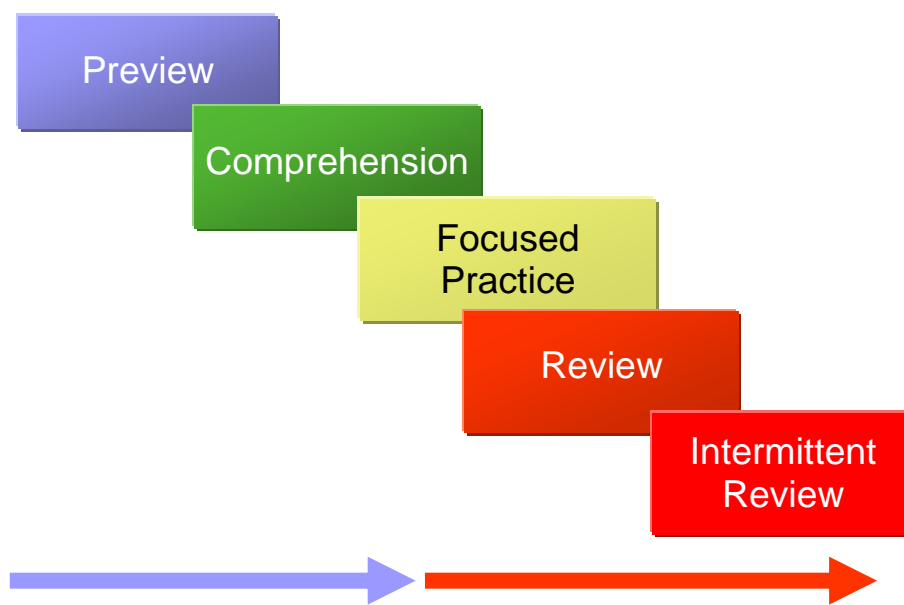
1. **Preview**, where they gain an overview of the lesson and general meaning *without* using the text;
2. **Comprehension**, where they understand the content in increasing detail and repeat each sentence as many times as is necessary;
3. **Language Focus**, where they check the text and glossary entries as needed. At this stage, students focus on the grammar and structure of the sentences., as well as new vocabulary;
4. **Language Practice**, where they say or paraphrase each sentence, *record* it and *compare* it with the model. This kind of practice is *very important to ensure long-term learning.*
5. **Review**, where they regularly go over the sentences that they have previously practiced;
6. **Intermittent Review**, where they periodically return to the lesson to confirm their mastery of the material.

In addition to effective practice, students need to use their study time so that they are fully engaged. This means breaking up the time into shorter time segments, generally 4-6 minutes long, and varying the kind of activities they are working on in a study session. Students should not, for example, spend 30 minutes previewing one day and then 30 minutes reviewing another day. The activities need to *alternate* in each study session. In addition, students needn't spend the entire study period on one *lesson*, but should do several lessons in parallel. For example, in a 40~50-minute session, students can do parts of the *Listening, Dialog* and *Vocabulary* lessons*,* all from Unit 3, and review the *Grammar* and *Letters & Number* lessons from Unit 2.

Sample Learning Path for a Unit

There are 8 Units in *First English*. To determine which Unit to begin with, students should take the Placement Test. If a student places in Unit 5, begin with Unit 5 and *also review Units 1~4*, 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.

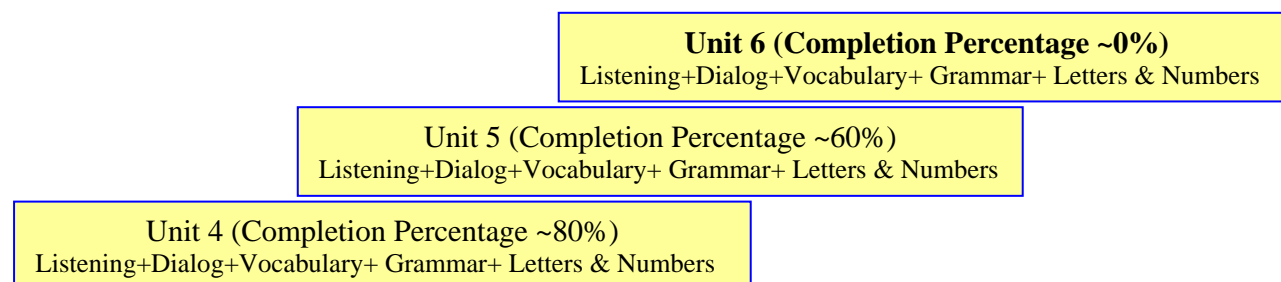There are 5 Lesssons in a Unit. Let's assume the student is beginning to study Unit 3.

Step 1: Have the student preview *all* lessons in Unit 3 and *review* all lessons in Unit 2.

Step 2: Study all lessons of Unit 3 in each study session until the Completion Percentage for those lessons is 50~70%. *While studying Unit 3*, review the lessons in Units 1 & 2 for a portion of each study session, and take the Mastery Test for Units 1 & 2 as a check to confirm student level. Students should score *at least 85 points* on the tests if they have been placed properly and are studying efficiently.

Step 3: When the Completion Percentage for the lessons in Unit 3 is 50~70%, begin Unit 4 while continuing to study and *practice* Unit 3: a combination of study and review.

Step 4: When the Completion Percentage for the lessons in Unit 4 is 50~70%, begin Unit 5 while continuing to study Unit 4. By now the Completion Percentage for the lessons in Unit 3 should be 70~90% or higher.

Step 5: When the Completion Percentage for the lessons in Unit 5 is 50~70%, begin Unit 6 while continuing to study Unit 5. By now the Completion Percentage for the lessons in Unit 4 should be 70~90%. At this point the students should take the Mastery Test for Units 3 and 4. *This diagram shows the situation when starting Unit 6.*

Unit 6 (Completion Percentage ~0%)
Listening+Dialog+Vocabulary+ Grammar+ Letters & Numbers

Unit 5 (Completion Percentage ~60%)
Listening+Dialog+Vocabulary+ Grammar+ Letters & Numbers

Unit 4 (Completion Percentage ~80%)
Listening+Dialog+Vocabulary+ Grammar+ Letters & Numbers

Step 6: When the Completion Percentage for the lessons in Unit 6 is 50~70%, begin Unit 7 while continuing to study Unit 6.

Step 7: When the Completion Percentage for the lessons in Unit 7 is 50~70%, begin Unit 8 and review Units 5~ 6. At this point students should take the Mastery Test for Units 5~6.

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.

Students should study several times in a week, generally 30~50 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.

Look at the chart on the next page to see how students should distribute their study time in each study session. Each column represents one study session. Note that the students shift from one lesson to another every few minutes. This keeps their minds alert and engaged, and allows for more frequent repetitions over a longer period of time.

Sample Study Plan

40~50 minutes per session   **Listening Focus** **Speaking Focus** **Review** **Mastery Test**

Legend: Listening Focus = blue, Speaking Focus = purple, Review = red, Mastery Test = yellow

Lessons	Session 1	Session 2	Session 3	Session 4	Session 5
Unit 5					
Listening: Part 1	Review				Review
Listening: Part 2		Review			
Listening: Part 3			Review		
Dialog: Dialog 1	Review			Review	
Dialog: Dialog 2		Review			
Dialog: Hot Seat			Review		
Vocabulary: Part 1					
Vocabulary: Part 2					Review
Vocabulary: Quiz	Review	Review		Review	
Grammar: Part 1		Speaking		Speaking	
Grammar: Part 2	Listening				
Grammar: Part 3			Speaking		Speaking
Grammar: Quiz				Review	
Letters & Numbers	Review				Review
Mastery Test: Units 1 & 2					
Unit 6					
Listening: Part 1	Speaking		Speaking		Listening
Listening: Part 2	Listening	Speaking	Listening	Speaking	
Listening: Part 3		Listening	Speaking	Listening	Speaking
Dialog: Dialog 1		Listening		Speaking	
Dialog: Dialog 2	Listening		Listening		Speaking
Dialog: Hot Seat		Speaking			Listening
Vocabulary: Part 1	Speaking	Listening			Speaking
Vocabulary: Part 2	Listening	Speaking	Speaking	Listening	
Vocabulary: Quiz			Listening	Listening	Listening
Grammar: Part 1			Listening		
Grammar: Part 2				Listening	
Grammar: Part 3					Listening
Grammar: Quiz					
Letters & Numbers	Listening	Speaking	Speaking	Listening	

In the lessons marked *listening*, the student will preview and then move on to comprehension. In the lessons marked *speaking*, the student will listen and then *record* several sentences and use the *playback* button to listen to their speaking in comparison with the model voice. The teacher should show and periodically confirm that students know how to use the *record* and *playback* features of this program. The teacher should use the **Records Manager** and **Intelligent Tutor** to check that students are using these features as instructed. The **Records Manager** keeps track of every time a student uses each button, so it is easy to monitor student practice sessions. This allows the teacher to give specific, constructive feedback to students about how to improve their study sessions. For detailed instructions about the Records Manager and *Intelligent Tutor*, please see the **Records Manager Guide**.

Appendix C: Unit Menus

Units 1~4

Unit 1

Listening: Parts 1~3: Name, gender, nationality, countries
Dialog: Dialogs 1, 2 and Hot Seats:
Vocabulary: Parts 1, 2 & Quiz: Classroom Objects and Actions
Grammar: Pronouns; be/am/is/are; Contractions; Quiz
Letters & Numbers: Alphabet; Numbers 1~10; Quiz

Unit 2

Listening: Parts 1~3: Age, family, languages, abilities w/can
Dialog: Dialogs 1, 2 and Hot Seats. Asking for directions, time...
Vocabulary: Parts 1, 2 & Quiz: Describing Objects and Actions
Grammar: Parts 1~3 & Quiz: Possess pron, Ques. be/do; Negation
Letters & Numbers: A-H; 11~20, Time; Quiz

Unit 3

Listening: Parts 1~3: Family, occupations, place of residence
Dialog: Dialogs 1, 2 and Hot Seats. Greetings; Asking for information
Vocabulary: Parts 1, 2 & Quiz: Location, Directions, Actions
Grammar: Parts 1~3 & Quiz: Pres tense verbs; can; Wh-questions
Letters & Numbers: I-P; 10~100, Time; Quiz

Unit 4

Listening: Parts 1~3: Likes; Abilities; Transportation; Descriptions
Dialog: Dialogs 1, 2 and Hot Seats. When/Where/Likes
Vocabulary: Parts 1, 2 & Quiz: Body & Emotions
Grammar: Parts 1~3 & Quiz; Object pron; Wh-ques; Prepositions
Letters & Numbers: Q-W; Ordinals/Fractions; Time; Quiz

Units 5~8

Unit 5

Listening: Parts 1~3: Daily & weekly schedules; Map Directions
Dialog: Dialogs 1, 2 and Hot Seats. Suggestions; Weekdays
Vocabulary: Parts 1, 2 & Quiz: Transportation
Grammar: Parts 1~3 & Quiz: Frequency Adv; Wh-ques and ans
Letters & Numbers: X-Z; Calendar; Time; Sequence; Quiz

Unit 6

Listening: Parts 1~3: Future; Places of Business; Needs
Dialog: Dialogs 1, 2 and Hot Seats. Telephone; Invitation
Vocabulary: Parts 1, 2 & Quiz: Food and Actions
Grammar: Parts 1~3 & Quiz; going to; Sentence formation; Preps
Letters & Numbers: Final Consonants; Numbers/Fractions; Quiz

Unit 7

Listening: Parts 1~3: Past tense; Prices; Quantities
Dialog: Dialogs 1, 2 and Hot Seats. Telephone; Future plans
Vocabulary: Parts 1, 2 & Quiz: Occupations & Actions
Grammar: Parts 1,2 & Quiz: Past tense; Comparisons
Letters & Numbers: ch/sh/bl/sk etc...; Money/Prices; Quiz

Unit 8

Listening: Parts 1~2: Future & Past; Comparisons
Dialog: Dialogs 1, 2 and Hot Seats. Past tense & Future
Vocabulary: Parts 1, 2 & Quiz: Weather; Times of day; Quiz
Grammar: Parts 1~3 & Quiz; Wh-questions; Past tense; Future
Letters & Numbers: ee, er,dy,st, etc. Math relations; Quiz