

# Introduction

Welcome to *English For Success*, a multimedia course designed especially for ages 11-17. It prepares students to use English in school and in school subject areas like math, science, and history. Animated characters Tina, Alex, and their friends help make the course interesting and practical as they interact with each other and go to class.

In addition to providing vocabulary and structures of a general nature, *English for Success* meets two additional needs. First is the need for students to communicate with each other about their lives at school, including their schedules, classes, teachers, homework assignments and activities. Second is the need for students to understand the explanations and questions related to specific subjects. The course covers subject-area topics such as: numbers and operations, fractions, basic geometrical shapes, the states of matter, motion, forces, gravitation, world geography, quantitative comparisons, and the lives of historical figures.

*English For Success* assumes a basic knowledge in the student's own language of the relevant school subjects. Utilizing that knowledge, the course presents and develops the English syntax and vocabulary necessary to participate in classes in each subject.

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. *Speech-Recognition* tasks and *Mastery Tests* help motivate students and provide useful gauges to teachers who can easily monitor student activity and progress through the use of DynEd's award-winning *Records Manager*.

Each unit of the course is built around listening comprehension activities based on short presentations and comprehension questions in context, followed up by a variety of 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

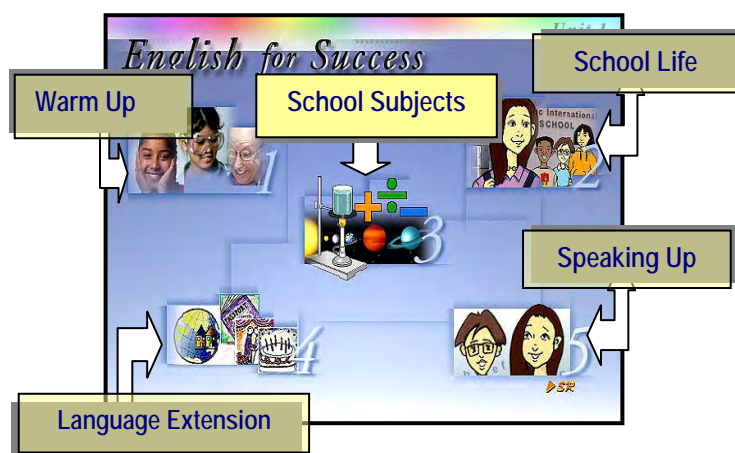
*English For Success* is divided into 20 units. Part 1 consists of the first 10 units, with the language level moving from basic through lower-intermediate. In Part 2 of the course, Units 11-20, the level moves from lower-intermediate to intermediate. The lessons are organized around concepts and themes that give context to the language and add to its comprehensibility. The language content 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. The **Mastery Tests** within the course help assess student progress and gauge when students are ready to move on. Students whose Placement Level puts them midway should start by reviewing the first half of the course, passing the appropriate Mastery Tests, and then proceeding to the final half of the course.

Once the program is underway, the **Records Manager** will monitor and evaluate 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 requires five to eight hours of study over a 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:

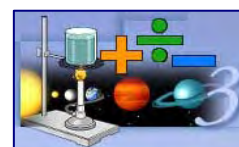


1. **Warm-Up** lessons use pictures to present and extend the grammar and vocabulary of daily life. Sample topics include the seasons of the year, weather, transportation, occupations, and descriptions of people and things. The *Grammar Focus* section of the lesson gives students practice with key structures used within the lesson. The content of these lessons will expand as a student's *shuffler level* increases.

2. **School-Life** lessons focus on conversational English in and around school. The main characters are a girl, Tina, age 16, and her brother, Alex, age 13. The setting is at an International School, with students from a variety of backgrounds. In addition, the first few lessons have special topics, such as a school lunch menu, a school map, and class schedules. The later lessons have a *Grammar Focus* section.



3. **School-Subject** lessons rotate through various subject areas, including math, science, geography, world history, and English. Key vocabulary and grammar are developed and recycled in the context of each subject area. Students learn to understand the language of explanation, comparison, classification, giving examples, and question formation of the types used in homework and tests. These lessons are divided into several sections, including a Quiz that tests overall comprehension.




4. **Language Extension** (*World Talk Cards* or *Language Topic*) lessons present general topics such as preferences, weather, occupations, and places of business. The *World Talk Cards* lessons present the language in a game-like format and are followed up with both comprehension questions and *Grammar Focus* exercises. The *Language Topic* lessons vary according to the topic and language focus.

5. **Speaking-Up** lessons give students the chance to take advantage of *Speech Recognition* technology to practice their speaking and improve their oral fluency. These motivating exercises provide additional repetitions of key vocabulary, grammar, and phrases that have been introduced and practiced in the earlier lessons. The odd-numbered units review the *School Life* dialogs, and the even-numbered units review the *School Subject* lessons, with a focus on asking information questions.

## 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 *English For Success*, 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.

Many students feel ready to stop an activity when they 'understand' it. However, the learning of a language should be approached as a skill to be acquired, and not merely an 'understanding' of grammar rules and vocabulary. This is especially true for listening and speaking skills where there isn't time to search one's memory in the midst of a conversation or lecture. The development of communicative competence requires considerable focused practice through a cycle of preview, comprehension, practice, and review – and this over an extended period of time.

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

## 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 grammar patterns recurring throughout so that the meaning of the language becomes clear. 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: *English For Success* – Units 1 & 2

Unit	Main Learning Points	Topics & Sample Sentences
1	<ul style="list-style-type: none"> <li>• <b>Demonstratives</b> (<i>this, these, here</i>)</li> <li>• <b>Present simple:</b> <i>is, have, like, go, live, dance, add, multiply, subtract, divide, etc.</i></li> <li>• <b>Present progressive, be+V(ing):</b> <i>I'm going to my math class, are sitting, is doing his homework, is brushing,, are getting married, is looking out the window.</i></li> <li>• <b>Prepositions of location and direction</b> (<i>in, at, on, under, inside, around, to, from</i>)</li> <li>• <b>Adjectives</b> (<i>red, top, bottom, open, beautiful, same, different, new, equal</i>) <i>red dress... is open</i></li> <li>• <b>Relative location</b> (<i>here, left, right, inside, under the tree, on the left, in the middle, with their parents</i>)</li> <li>• <b>Pronouns</b> (nominative, possessive) <i>he, his, she, her, it, they, their, you, your, I, my</i></li> <li>• <b>be, do, Contractions, Negation:</b> <i>They're, He's, His, It's, She's, You're, I'm, doesn't have, isn't a good...</i></li> <li>• <b>Subject-verb agreement:</b> <i>has/have, am/is/are, etc.</i></li> <li>• <b>Explanation:</b> <i>It means + infinitive</i></li> <li>• <b>Designation/Reference:</b> <i>one, another, the third, the girl on the left, the bottom number</i></li> <li>• <b>Yes/No &amp; Wh- questions:</b> <i>Is she, Does he have, What's her name? Which fraction is equal to one half? Who is getting married? What are they doing?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Describing people &amp; things</b> <i>He has short black hair.</i> <i>His backpack is red. His book is open.</i> <i>Which girl has red hair?</i> <i>He's thirteen years old.</i></li> <li>• <b>Introductions &amp; Greetings</b> at school <i>"Hi, are you a new student here?"</i> <i>"See you later."</i></li> <li>• <b>Ability &amp; Likes</b> <i>He's good at art, and he likes sports.</i> <i>She can play the violin.</i></li> <li>• <b>Math 1: Numbers, Operations, Fractions, Geometrical shapes</b> <i>This is the plus sign. It means to add.</i> <i>A triangle has three sides.</i> <i>What is ten minus five?</i> <i>Zero point five. One half times five.</i></li> <li>• <b>Information questions</b> <i>How many sides does a triangle have?</i> <i>How old is Tina?</i> <i>Which one is round? What is open?</i> <i>Where are they?</i></li> <li>• <b>Family relations</b> <i>His sister is Tina. She has a brother.</i> <i>The three children are with their parents.</i></li> </ul>
2	<ul style="list-style-type: none"> <li>• <b>Present simple:</b> <i>work, study, sell, have, have got, get, build, lasts, take, start, finish, begin, end, give, take up, count, change, heat, cool, need, happen, etc.</i></li> <li>• <b>Present progressive, be+V(ing):</b> <i>He's looking at...They are working on a problem. She's selling...</i></li> <li>• <b>Adjectives</b> (<i>large, small, round, square, opposite, hot, cold, heavy, light, next, same, different, dangerous, etc.</i>)</li> <li>• <b>Adverbs of frequency:</b> <i>always, usually, often, sometimes...</i></li> <li>• <b>Quantification:</b> <i>some, any, all, a lot, no</i></li> <li>• <b>Subject Verb Object:</b> <i>she teaches math, he helps sick people, she is selling something.. we need energy.</i></li> <li>• <b>Classification:</b> <i>like, such as, another example, a form of... What kind of...One kind of energy is light.</i></li> <li>• <b>Time clauses/phrases:</b> <i>for an hour, after he gets up, until 1:50, just before lunch, when you heat water</i></li> <li>• <b>Wh-questions:</b> <i>What does he do? What is he doing? Who has a dangerous job? Where do they study? When does she have lunch? How long does it last?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Describing occupations</b> <i>He works in a hospital.</i> <i>She sells things to people.</i></li> <li>• <b>Schedule &amp; Sequence</b> <i>Her first class starts at... Her third class is math. Her last class is science. "What's your next class?" "My first class is..." He wakes up at 7:00 every morning. His English class is after lunch, until 1:50.</i></li> <li>• <b>Time &amp; Duration</b> <i>It starts at 8:00. It lasts for 50 minutes.</i> <i>How long does it last?</i></li> <li>• <b>Science 1: Matter, States of Matter, Energy</b> <i>Matter can be any size, large or small..</i> <i>It has length and width.. Solids have shape.</i> <i>Plants get energy from the sun.</i></li> <li>• <b>Ability, Potential, &amp; Needs</b> <i>It can be round, like a ball. We need energy...</i></li> <li>• <b>Information questions</b> <i>What shape is this ball? What happens when you heat... How do you change a liquid into...</i></li> </ul>

## Scope and Sequence: *English For Success* – Units 3 & 4

Unit	Main Learning Points	Topics & Sample Sentences
3	<ul style="list-style-type: none"> <li>• <b>Present simple:</b> <i>come, watch, play, work, see, hear, need, do, have, sit, eat, go, get, turn, spell, mean, take, rotate, turn, travel, come up, go down, etc.</i></li> <li>• <b>Present progressive, <i>be</i> + V(<i>ing</i>):</b> <i>They are watching...They are going to the same place. She is painting the sunset. I'm going there too.</i></li> <li>• <b><i>can, can't</i>:</b> <i>You can see very far...You can hear beautiful music...You can't play outdoor sports...</i></li> <li>• <b>Duration &amp; Length:</b> <i>It takes 24 hours...it's about 25,000 miles long...How long does it? How long is it?</i></li> <li>• <b>Purpose &amp; Reason:</b> <i>It's for concerts. It's because the Earth rotates. Why is there a time difference?</i></li> <li>• <b>Directions &amp; Motion:</b> <i>north, south, left, right, West is the opposite of east... down the hall, turn left, through the sky, from east to west... etc.</i></li> <li>• <b><i>such as, like</i>:</b> <i>sports such as baseball, a place like this</i></li> <li>• <b><i>there</i>: existential</b> <i>(there are seven continents, there isn't a time difference...)</i></li> <li>• <b>Time clauses/phrases:</b> <i>on Sunday, when it's daytime, when it's night, at the same time in the evening</i></li> <li>• <b>Wh-questions:</b> <i>What is this kind of building called? What kind of sports...How tall is this building? What do you need to see a concert?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Classification &amp; Grouping of Objects &amp; Places</b> <i>Many schools have a building like this one. You can hear music in a place like this. This is one of the tallest buildings in the world..</i></li> <li>• <b>Locations &amp; Asking for Directions at School</b> <i>"Excuse me, but where is room 3B?" "It's on the 3<sup>rd</sup> floor." "Which way is it?" "How do I get to the third floor?" Go to the end of the hallway..." The cafeteria is south of the main building.</i></li> <li>• <b>Geography 1: Earth, Directions, Time Zones</b> <i>The equator divides the Earth into two hemispheres. There are seven continents. Europe is to the west of Asia. The sun goes down in the West. When it's morning in New York, it's night in...</i></li> <li>• <b>Information questions</b> <i>What does this mean? How do I get there? How does she spell her name? How long is the equator? How many continents are there? How long is a day? What is the time difference between Paris and New York?</i></li> <li>• <b>Occupations &amp; Activities</b> <i>A travel agent sells airline tickets. A dentist checks teeth.</i></li> </ul>
4	<ul style="list-style-type: none"> <li>• <b>Present progressive:</b> <i>He's waiting, it's raining, he's riding, he's holding on to, they are looking up at, they are wearing warm clothes, she is trying to stay dry, she's carrying, a storm is coming, she's walking</i></li> <li>• <b>Present simple:</b> <i>like, need, live, have, stay, travel, work, look at, include, express, have got, etc.</i></li> <li>• <b>Adjectives</b> <i>(warm, cold, hot, clear, cloudy, sunny, nice, windy, beautiful, wet, dry, heavy, white, blue, good, etc.)</i></li> <li>• <b><i>because, so</i>:</b> <i>it's cold, so they are...they are wearing warm clothes because it's cold...the sky is clear so they..</i></li> <li>• <b>Prepositions of place, time &amp; direction:</b> <i>on sunny days, in cold weather, behind the clouds, near the park, at the stars, to school, etc.</i></li> <li>• <b><i>there</i>: existential:</b> <i>there are many clouds in the sky, there are many types of...</i></li> <li>• <b><i>it</i> + condition or state:</b> <i>it's cold, it's cloudy, it's fall</i></li> <li>• <b>Yes/No and Wh-questions:</b> <i>Does he have any brothers? What are they carrying? What kind of weather is it? Which way is the school from the shopping center? How are her classes?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Describing the Weather</b> <i>It's cloudy. It's raining very hard. It's very cold. It isn't too cold. The sky is blue. The sun is shining.</i></li> <li>• <b>Location &amp; Map language</b> <i>on the corner, near the park, several blocks south, on the other side of, across the street from</i></li> <li>• <b>Frequency &amp; Duration</b> <i>several times a year, a lot, during the week, takes about twenty minutes, on weekends...</i></li> <li>• <b>English 1: Nouns, Pronouns, &amp; Verbs</b> <i>One type of word is a noun. A noun can be a person or an animal. Verbs are another type of word. How many nouns are in this sentence?</i></li> <li>• <b>Information questions</b> <i>Which of these words is not a noun? In this sentence, what does the pronoun 'it' mean? What type of words are these words?</i></li> <li>• <b>Family relations</b> <i>Her parents are no longer married. She stays with her mother during the week. Her father is an artist.</i></li> </ul>

## Scope and Sequence: *English For Success* – Units 5 & 6

Unit	Main Learning Points	Topics & Sample Sentences
5	<ul style="list-style-type: none"> <li>• <b>Future: <i>be going to</i>:</b> <i>They are going to meet... they are going to have lunch... Where are they going to meet?</i></li> <li>• <b>Comparative/Superlative:</b> <i>less than, more than, smaller than, smallest, the biggest, the second smallest, more expensive, costs more than, costs the most, etc.</i></li> <li>• <b>Countable/Uncountable Quantities:</b> <i>How much does it cost? How many are there? These numbers are even.</i></li> <li>• <b>Present progressive:</b> <i>This plane is arriving... they are getting on a bus... It's carrying many passengers... she's sitting alone... she's working on a math problem</i></li> <li>• <b>Present simple:</b> <i>travel, take, carry, give directions, tell, hold, know, buy, spend, prefer, think, ask, need, etc.</i></li> <li>• <b>can, can't:</b> <i>They can give you directions. Many people can travel on a bus. Large airplanes can carry...</i></li> <li>• <b>Adjectives</b> (<i>expensive, long, fast, big, important, large, negative, positive, even, odd, equal, unequal, etc..</i>)</li> <li>• <b>Frequency:</b> <i>always, often, usually, sometimes, on some days, etc.</i></li> <li>• <b>there: existential:</b> <i>there are many types of trains... there is a coffee shop on the corner</i></li> <li>• <b>Wh-questions:</b> <i>Are any of these numbers negative numbers? What is across the street from the library? What is east of the park? Where can you catch a bus? What kind of math problem is she working on?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Transportation and Means</b> <i>Many people take a bus to school.. Some people like to travel by train. Taxis are an expensive way to travel.</i></li> <li>• <b>Prices and Food</b> <i>A sandwich is \$2.00. A slice of pizza and an apple cost \$1.50.</i></li> <li>• <b>Making a Suggestion/Asking for Help</b> <i>"Let's have lunch together, okay?" "Can you help me?" "Why don't you ask her?"</i></li> <li>• <b>Math 2: Number Types, Comparing Numbers, and Prices</b> <i>Even numbers are numbers like 2, 4, and 6. These numbers are all multiples of two. Numbers greater than zero are positive numbers. 5 is less than 7. It's the smaller of the two numbers. The largest number is 4 more than the smallest number. The pizza costs the most. It costs \$2.00.</i></li> <li>• <b>Information questions</b> <i>How much does she usually spend for lunch? How many of these numbers are negative numbers? Which is the larger number? How much more is seven than five? Which costs more, the apple or the orange? How much more does it cost?</i></li> <li>• <b>Locations of places of business</b> <i>There's a coffee shop on the corner. There is a movie theater across the street from the library. The subway entrance is across the street...</i></li> </ul>
6	<ul style="list-style-type: none"> <li>• <b>Future:</b> <i>They are going to read it to the class... She is going shopping tomorrow... They are going to work together tonight. She'll be right here.</i></li> <li>• <b>Present progressive:</b> <i>They are reading... they are studying... they are sitting... they are writing... one boy is using a pencil... the other boy is watching him... they are doing an experiment... they are being very careful</i></li> <li>• <b>Modal: will (certainty):</b> <i>Without a force, an object's speed will stay the same. It will never slow down. They will fall at the same speed. She'll be right here.</i></li> <li>• <b>Conditional:</b> <i>If you move them closer, the force gets stronger. If you drop them, they will fall at the same speed.</i></li> <li>• <b>Manner &amp; Ability:</b> <i>She can dance very well. Most people know how to play volleyball. She's good at...</i></li> <li>• <b>enjoy + gerund:</b> <i>They enjoy watching movies. He enjoys reading books.</i></li> <li>• <b>Yes/No and Wh-questions:</b> <i>Who can dance well? Who knows how to play the violin? What is the opposite of fast? What happens if you drop them? Why does the moon move in a circle? Why do objects fall to Earth?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Activities at school</b> <i>They are studying for a history test. They are writing a story for their English class. These students are being very careful.</i></li> <li>• <b>Schedule and Days of the Week</b> <i>On Tuesday afternoons they have a music lesson. On Saturdays she has a judo class. She has a music lesson once a week.</i></li> <li>• <b>Telephone Expressions</b> <i>"May I speak to Tina please?" "May I ask who is calling?" "Just a minute. She'll be right here."</i></li> <li>• <b>Making a Suggestion</b> <i>"Let's do our homework together." "How about tomorrow?" "Maybe on Thursday, okay?"</i></li> <li>• <b>Science: Force, Motion, Gravity, Atoms</b> <i>An object in motion has speed. A force can change the speed of an object. The moon goes around the Earth. Gravity is one type of force. It depends on distance. The blue ball is heavier than the white ball. If you drop them, they will fall at the same speed. Opposite charges attract.</i></li> </ul>

## Scope and Sequence: *English For Success* – Units 7 & 8

Unit	Main Learning Points	Topics & Sample Sentences
7	<ul style="list-style-type: none"> <li>• <b>Past:</b> <i>She left her lunch at home... She offered to loan her some money, She borrowed two dollars.</i></li> <li>• <b>Present Perfect:</b> <i>She has offered to loan some money to... She hasn't bought anything because she left her money at home.</i></li> <li>• <b>Future:</b> <i>She's going to buy some.. He's going to pay him back... "I'll pay you back tomorrow, okay?"</i></li> <li>• <b>Infinitives:</b> <i>not enough to buy lunch, a good time to walk, go outside to look a, offer to loan money</i></li> <li>• <b>get+ adjective:</b> <i>It gets cooler in autumn.</i></li> <li>• <b>Expressing Change and Degree:</b> <i>In spring the weather changes from cold to warm. It gets warmer. It isn't too hot. It's the coldest time of the year.</i></li> <li>• <b>Passive:</b> <i>Mountains are formed by forces...Most of the Earth's surface is covered by water.</i></li> <li>• <b>that clauses:</b> <i>the only continent that contains just one country, the air that we breathe, water that flows</i></li> <li>• <b>could, would:</b> <i>Without an atmosphere, we could not live, the sky would always be black</i></li> <li>• <b>Direct/Indirect Object:</b> <i>Alex loaned him a dollar. He'll pay him back. She offered to loan her some money.</i></li> <li>• <b>Wh-questions (past &amp; future):</b> <i>What did she leave at home? Why does Nick need to borrow a dollar? When is Nick going to pay him back?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Seasons and Weather</b> <i>In spring the weather gets warmer. Summer is the hottest time of the year. Autumn comes before winter and after summer.</i></li> <li>• <b>Requesting &amp; Offering Help</b> <i>"Can I borrow a dollar? I don't have enough to buy lunch." "Sure. Is a dollar enough?"</i></li> <li>• <b>Geography 2: Planet Earth, Land &amp; Water, Locations</b> <i>Water covers about 75 percent of the Earth's surface. The largest continent is Asia. It covers more land than any other continent. Most of the Earth's water is in the oceans. Rivers usually begin in mountains. Mountains are formed by forces within the Earth. Cities near the equator have a small angle of latitude. Lines of longitude are perpendicular to the equator, etc.</i></li> <li>• <b>Information questions</b> <i>What is just above the Earth's surface? Which continent contains just one country? What is an example of a gas? What color is the sky? What is the world highest mountain? Which of these cities is the farthest north?</i></li> <li>• <b>Seasons &amp; Activities</b> <i>Spring is a good time to play baseball. Autumn is the season when leaves begin to fall.</i></li> </ul>
8	<ul style="list-style-type: none"> <li>• <b>Time clauses:</b> <i>After she turns off her alarm clock... because the sun comes up... before they order... when they are ready to order</i></li> <li>• <b>Future:</b> <i>He may watch a movie...maybe he'll watch a movie... There's going to be a test...I'll go get one.</i></li> <li>• <b>Modals: will (certainty) may (possibility):</b> <i>He may watch a movie, I'll do okay.</i></li> <li>• <b>Requests: can, could:</b> <i>"Could you get one for me too? Can you help us plan the winter dance?"</i></li> <li>• <b>Direct/Indirect Object:</b> <i>He's going to get him another hamburger. Could you get one for me?</i></li> <li>• <b>Wh- questions:</b> <i>What are they going to do when they get home? Which does the woman prefer? What do they do before they order?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Times of Day</b> <i>In the evening the sun goes down. Most people sleep at night. In the afternoon the sun is...</i></li> <li>• <b>English 2: Adverbs, Adjectives, Prepositions &amp; Conjunctions</b> <i>Adjectives act on a noun or pronoun. Adverbs help us answer questions like 'how' and 'how often'. The adverb form of 'good' is 'well'. Conjunctions are words like 'and', 'but', and 'because'.</i></li> <li>• <b>Information questions</b> <i>Are there any prepositions in this sentence? How many adverbs are in this sentence? Why are these words adjectives and not adverbs? Which two of these words are adjectives? What type of word describes a noun or pronoun?</i></li> <li>• <b>Likes and Preferences</b> <i>The man prefers pasta to salad. She would rather have fish than beef or chicken. Her favorite drink is milk.</i></li> </ul>

## Scope and Sequence: *English For Success* – Units 9 & 10

Unit	Main Learning Points	Topics & Sample Sentences
9	<ul style="list-style-type: none"> <li>• <b>Past: regular/irregular verbs:</b> worked, didn't do, went, were, studied, became, taught, wrote, died, met, attacked, defeated, led, returned, started, got sick, took away, left, wanted, killed, fell in love, caused, first he bought a ticket, she prepared to fight,...etc.</li> <li>• <b>Present Perfect, have+V(n):</b> She has finished the outline... She hasn't finished her paper.</li> <li>• <b>Future:</b> He'll get a taxi. He's going to check in. He may take a tour. After he rents a car, he's planning to take a tour.</li> <li>• <b>Infinitives of purpose:</b> to teach the son, to govern his large empire, to fight her brother, went to be with Caesar</li> <li>• <b>Time clauses/phrases:</b> when life begins, when people get old, after becoming king, when he was thirteen, when he got to the hotel, after arriving...</li> <li>• <b>Dates and Duration:</b> 345 BC, 2,000 years ago, 10 years later, during the next two years, for more than 80 years...</li> <li>• <b>Direct/Indirect Object:</b> Alex loaned him a dollar. He'll pay him back. She offered to loan her some money.</li> <li>• <b>Wh-questions (past &amp; future):</b> Who fell in love with Cleopatra? What did he do after the plane landed? What is he going to do after the plane lands? What will he do when he gets to the hotel? Why did Cleopatra fight against her brother?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Times of Life</b> When people are adults, they often get married. Many adults have jobs to support their families.</li> <li>• <b>Asking about Past &amp; Future</b> "How did you do on your math test?" "How are you going to study for the biology test?"</li> <li>• <b>History: Aristotle, Alexander, Cleopatra, Ramses the Great</b> Aristotle was born in 345 BC. His father was a doctor. He studied at a famous school. He wrote many books. When Alexander was 33 years old, he got sick with a fever. He died about a week later. When Caesar met Cleopatra, he fell in love with her. She was just 39 years old when she died. Ramses lived a very long life. He lived for more than 80 years. He was king for 67 years.</li> <li>• <b>Information questions: (past &amp; future)</b> How old was Aristotle when he died? Who taught Alexander? How did Alexander die? Who took power away from Cleopatra? Who was Julius Caesar?</li> <li>• <b>Past &amp; Future Sequence</b> First he's going to buy an airplane ticket. First he bought an airplane ticket.</li> </ul>
10	<ul style="list-style-type: none"> <li>• <b>Passive:</b> A scale is used for...is measured... What is used to measure weight?</li> <li>• <b>Future:</b> We'll run in the gym. We're going to run around the track. I may go shopping.</li> <li>• <b>Modals: will (certainty) may (possibility):</b> She may go shopping, but she might not. Maybe it'll rain. It will finish at 10:45. In thirty seconds, it will go 500 meters.</li> <li>• <b>Purpose: for, to:</b> for measuring, to weigh, to multiply, for finding, to get information, to measure speed, etc.</li> <li>• <b>Conditional:</b> If it rains, they'll run in the gym. If it doesn't rain, they'll run around the track. If the time is 10:05, what time will it be in an hour?</li> <li>• <b>Clauses/Phrases of purpose or function:</b> where you can buy stamps, a good place to read or study...</li> <li>• <b>Wh-questions:</b> What is used to measure time? How is a scale used? What is important to know about computer? Where will they run if it rains? Where do people go to buy tickets for a show? What is a good place to read and study?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Instrument and Use</b> A clock is used to measure time. To measure speed, we use units for Calculators are useful for doing math.</li> <li>• <b>Math 3: Time Units, Temperature Units, Units of Weight &amp; Distance</b> Time is measured in units of seconds. In degrees Celsius, water boils at 100 degrees. A kilogram is approximately 2.2 pounds. A foot is about the length of a person's foot. To measure speed, we use units for both time and distance.</li> <li>• <b>Information questions</b> How many seconds are there in 3 minutes? If the time is 10:05, what time was it an hour ago? Which is longer, 5 inches or 10 centimeters? How hot is it on the sun's surface?</li> <li>• <b>Describing Places with Function or Purpose</b> A post office is where you can buy stamps and mail things. A library is a good place for students to read and study.</li> </ul>

## General Orientation

*English For Success* 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 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 detailed information is available to the teacher through the **Records Manager**.

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 *English For Success* 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 on the yellow button just above the Unit 10 button on the main menu. Each **Mastery Test** covers 2-3 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

**English For Success** 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: *Warm-Up*, *School Life*, *School Subjects*, *Language Extension*, and *Speaking Up*. 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: Warm-Up



Each unit begins with a *Warm-Up* lesson built around a series of four pictures and a theme such as *Transportation*. For each picture there are

several descriptive sentences and comprehension questions. As the student goes through the lesson several times, the number of sentences increases, and the questions change as the student’s *shuffler level* increases.

The pictures introduce or review important language patterns, such as the use of the preposition *by* and the verb *take* to express the means of doing something, as in “They *take* a bus to school.”

First, encourage the students do go through the lesson 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 personalize and extend the vocabulary:

- **Speaking:** Practice saying one or two of the sentences for each picture, 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 picture, dictate two sentences. Then have the students work in pairs to correct each other.
- **Extension:** Ask the students to add one or two new sentences for each picture. This can be done in pairs or small groups.

- **Extension:** Find new pictures that fit the same theme and extend the language by adding new vocabulary.
- **Written Exercises:** Have students complete the Written Exercise A sheet from this guide for the Unit., either in class, or as homework.

### Teaching Activities: *School Life*



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 Tina is talking about her weekly schedule, your students should talk about their weekly schedules.
- **Personalization:** Have students vary the dialogs so that the dialogs express their own personal situation. For example, if Tina's father is a pilot, then the students should say what their parents do. 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: *School Subjects*



The third lesson in each unit is built around a subject like math or science. It is divided into several sections plus a Quiz. Each section, such as

*Geometry*, introduces new vocabulary and language patterns. These lessons are generally the most difficult in a unit, so each section should be done separately and in different class sessions.

First, encourage the students to go through the section 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 repeat or summarize the information in the section.
- **Oral Presentation:** Have students practice summarizing the section. First have them work in pairs. Then choose individual students to present portions of the section to the class.
- **Vocabulary & Grammar Focus:** List important vocabulary and grammar structures on the blackboard and provide explanations and additional examples as needed.
- **Dictations:** Once all sections have been studied, dictate 2 or 3 sentences from each section to the class. Then have the students work in pairs to correct them.
- **Extension & Variation:** Present additional or alternative ways to say things. For example, in some countries,  $\frac{3}{5}$  is read as "three over five" rather than "three fifths". Similarly, in numbers, the comma and decimal point are used in different ways in different countries. Where British, Australian or some other variety of English is used, provide the alternative vocabulary and spellings as appropriate.
- **Written Exercises:** Have students complete the Written Exercises D & E from this guide, either in class, or as homework.
- **Reading Extension:** For higher-level students, and in later units of the course, have students read short selections from real textbooks. In the history lessons, for example, students can read short biographies or biographical sketches of additional historical figures.

- **Writing Assignments:** For higher-level students, and in later units of the course, have students practice writing short summaries of the subject material.

### Teaching Activities: *World Talk Cards and Language Topics*



The fourth lesson in each unit varies. In the first 10 units, *except* for Unit 5, the lessons are built around World Talk Cards. These

lessons present the language in a game format, where students match the language with a colored sketch on a card. These innovative cards are used to review and extend general vocabulary and grammar based around common themes such as *sequence* and *preferences*.

In the *Language Topic* lessons, such as *Locations* in Unit 5, the lesson presents a topic or story suitable for this age group, such as Population Growth, Famous Lives, or A Fable. In the later units, the vocabulary and structures become more difficult and provide content for both discussion and language extension purposes.

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

- **Speaking:** Check to see that students can repeat or summarize the information in the section and for each *World Talk Card*. This can also be done in pairs or small groups.
- **Vocabulary & Grammar Focus:** List important vocabulary and grammar structures on the blackboard and provide explanations and additional examples as needed.
- **Dictations:** Dictate key sentences and have the students work in pairs to correct them.
- **Extension & Variation:** Present alternative ways to say things. In the case of *World Talk Cards*, invite students to come up with new descriptions for each card. Then have other students guess which card goes with the new description. In lessons where the focus is on *schedules*, *preferences*, or *hobbies*, have the students practice talking about their own schedules, preferences or hobbies. *In general, take every opportunity to have students transfer and apply the language of the course to their own situation.*

- **Written Exercises:** Have students complete the appropriate *Written Exercises* from this guide, either in class, or as homework.
- **Reading Extension:** For higher level students, and in later units of the course, have students read short selections about the Language Topic, such as world *population growth* and make a list of important new vocabulary and example sentences from the reading.
- **Writing Assignments:** For higher level students, and in later units of the course, have students practice writing short summaries of the lesson content.

### Teaching Activities: *Speaking Up*

The fifth lesson of each unit varies. In *odd* units, the lesson reviews dialogs from the *School Life* lessons. In the *even* units, the lesson focuses on the key skill of asking information questions. In both types of lessons, students should go through the lesson frequently, until the language is *mastered*, just as music students practice the scales each day - as a part of every practice session.

In class, confirm that the students have mastered the language in the lesson and can say the phrases or questions with no hesitation and with clear pronunciation. Here are two activities that can be useful and fun.

- **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.
- **Scrambled Words:** Divide the class into teams, and make cards that have 5 or 10 of the questions or dialog phrases in scrambled form (e.g. name/your/is/What/?). 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 question or phrase is, they can pick up the card. Then they have five seconds to say the phrase or question clearly and correctly. 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. The team with the most points wins the game. At the end of the term, the winning team gets a trophy.

## 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 might ask a lower-level class to repeat some of the basic sentences from the lesson and answer simple comprehension questions. At a higher level, teachers can ask students to summarize a scene or paraphrase some of the more complex sentences. 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 5-8 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 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;
- (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 one study session, students should work on several lessons, (*Warm-Up, School Life, School Subjects: Geometry*) and *not* be restricted to just one lesson (see [Learning Path](#)). This is because 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 programs, where students work in a lab or on their own for more than 45 minutes at a time each day, an effective strategy is to use two courses in parallel, such *English For Success* and *The Lost Secret*. 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 *English For Success*. 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 section 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 by choosing just one of them. 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 (Tina, Alex, 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 on the **Repeat** button. You can listen to each sentence or question as many times as you'd like.



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

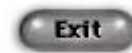


To see the spelling of a word or group of words, click on the **Text** button. If you click on a highlighted word, you will see a **Glossary** screen.



The **Voice Record** button lets students to record themselves. Click it to start recording and *again* to stop the recording. Then click on 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 on 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.

### Speech Recognition

Help screens for Speech Recognition are available through the Speech Recognition pull-down menu at the top of the screen. Detailed instructions are also available in the Study Guides.

### 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: Verb Markers

The verb markers referred to in the course glossaries and study guides are the following:

1. **V(d)** lived, ate, came, was, had, went
2. **modal** will, shall, may, can, must, had better, should, ought
3. **have+V(n)** has lived, has eaten, has been
4. **be+V(ing)** is living, is eating, is going
5. **be+V(n)** is eaten, is sold, is converted

Each marker has a specific meaning or a range of meanings that are determined by the other words around it and by the context. For example, *V(d)* indicates past or unreal (It *rained* yesterday; He wishes he *had* a new car.); *be+V(ing)* indicates an ongoing process in time (She *is living* in London this year.); and *be+V(n)* indicates the passive voice (It *is converted* into electricity.). The following chart gives examples of the notations which are used throughout the course and in the Glossary:

<b>V</b>	<b>V(d)</b>	<b>V(ing)</b>	<b>V(n)</b>
be	was/were	being	been
work	worked	working	worked
speak	spoke	speaking	spoken
eat	ate	eating	eaten

Verb markers can be used individually, or they can be used together to make new verb forms. For example, if we apply marker 1, *V(d)*, to the verb *eat*, we get: He *ate* dinner. If we apply marker 4, *be+V(ing)*, we get: He *is eating* dinner. If we use markers 1 and 4, *V(d) + be+V(ing)*, we get: He *was eating* dinner. If no marker at all is used, we have the simple present tense: He *eats* dinner at 6:00.

When markers are used together, the marker with the lower number comes before the marker with the higher number. For example, if marker 3: *have+V(n)* and marker 5: *be+V(n)* are used together with the verb *sell*, marker 3: *have+V(n)* comes before marker 5: *be+V(n)*.

3+5    *have+V(n)-->be+V(n)*    has been sold (correct)

5+3    *be+V(n)-->have+V(n)*    be had sold (incorrect)

It is also incorrect to use a marker more than once in the same predicate. For example:

1+2+3    *V(d)-->modal-->have+V(n)*    would have made (correct)

1+2+1+3    *V(d)-->modal-->V(d)-->have+V(n)*    would had made (incorrect)

## Appendix B: Verb Markers

Many of the most important verb structures in English can be understood with these markers. Some examples using combinations of verb markers are:

1+2	V(d)-->modal	could go, might come, would sell
1+3	V(d)-->have+V(n)	had gone, had come, had sold
1+4	V(d)-->be+V(ing)	was going, was coming, were selling
1+5	V(d)-->be+V(n)	was made, was eaten, were sold
3+4	have+V(n)-->be+V(ing)	have been living, has been selling
3+5	have+V(n)-->be+V(n)	have been eaten, have been sold
2+3+5	modal-->have+V(n)-->be+V(n)	must have been given, may have been sold
1+2+3+5	V(d)-->modal+have+V(n)-->be+V(n)	might have been given
1+3+4	V(d)-->have+V(n)-->be+V(ing)	had been waiting
1+3+5	V(d)-->have+V(n)-->be+V(n)	had been given
1+4+5	V(d)-->be+V(ing)-->be+V(n)	was being given
3+4+5	have+V(n)-->be+V(ing)-->be+V(n)	has been being watched

## Appendix C: World Talk Cards

The **World TALK Cards** were created and developed for language learners by Johann Junge, Director of Creative Services International. For more information about them, the learning theories behind them, and to order sets of cards, please go to [www.go-n-talk.com](http://www.go-n-talk.com)

### ***The World TALK Cards are based on the TALK Learning System®***

The TALK Learning System® is a tool to help students at any age become comfortable communicating in another language - English, for example. TALK is a way of helping people to learn another language. TALK mimics life: What people do all the time outside class they also do in class: they talk with each other. TALK is an effective way to assist learners in developing their own learning skills and techniques.

### ***What are the World TALK Cards?***

The World TALK Cards: Classic 1 consist of 60 colorful Cards, a User's Guide, FREE Electronic Files on the Internet, printed materials and audio tapes and CDs.

The cards represent a virtual world in the form of 60 drawings organized into 15 topics. It's a resource that can be used for learning and teaching any language at any level at any age anywhere at any time.

The CLASSIC 1 set can be used as your main learning or teaching material or as a supplement to any other textbook. Currently on the Internet we have FREE downloadable files for learning English, French, Spanish, German, Japanese, and Chinese.

The World TALK Cards are a 'textbook' that 'grows' with you and your students over time. When you need more study materials, simply download them from the Internet. The cards are a handy and endlessly flexible resource that will NEVER have to be thrown away.

### ***TALK® English 1 \* a tool for self study***

TALK® English 1 is a systematic & integrated English course for beginners based on the World TALK Cards: Classic 1.

TALK® English 1 is a tool for self study. Whoever has got a TALK-Set and a partner, can start right away practicing speaking English. That's the main reason why TALK is ideally suited for large classes. It is impossible for the teacher to be everywhere at the same time. While you are helping a group of students all the other learners continue doing their own thing.

You can continue learning English with TALK® English 2 & TALK® English 3.

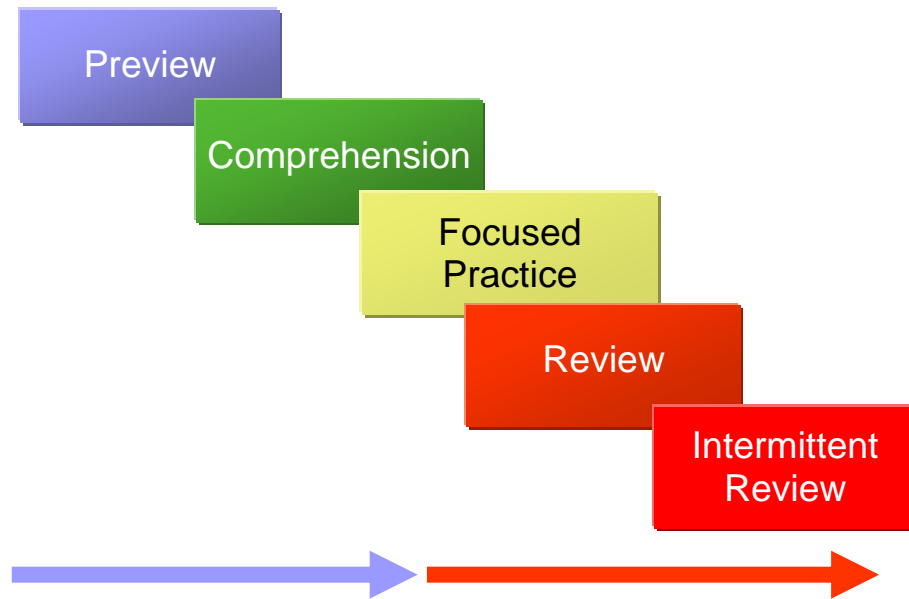
The same TALK® English 1, 2 & 3 series is also available for German, French, Spanish, Japanese, and Chinese.

The World Talk Cards were created and developed for language teachers and learners by Johann Junge, Director of Creative Services International. For more information about them, the learning theories behind them, and to order sets of cards and other materials, please go to [www.go-ntalk.com](http://www.go-ntalk.com).

## Appendix D: 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 *English For Success*, 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;
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 the *Warm-Up*, *School Life*, and a *section* from *School Subjects* from Unit 3 and review the *World Talk Card* and *Speaking Up* lessons from Unit 2. Here is a sample study schedule for 5 40-minute study sessions:

## Sample Learning Path for a Unit

There are 20 Units in *English For Success*. 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 Lessons in a Unit. Let's assume the student is beginning to study Unit 3.

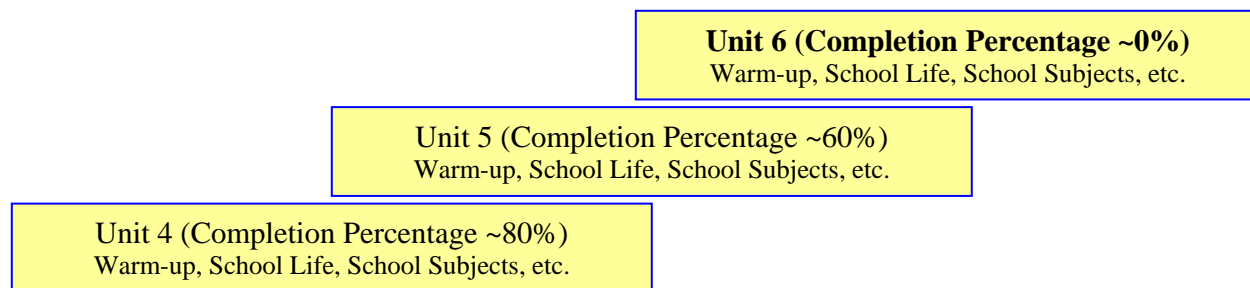
**Step 1:** Have the student preview *all* lessons in Unit 3 and *review* all lessons in Unit 2.

**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%. *This diagram shows the situation when starting Unit 6.*



**Step 6:** When the Completion Percentage for the lessons in Unit 6 is 50~70%, begin Unit 7 while continuing to study Unit 6. At this point the students should take the Mastery Test for Units 3, 4 and 5.

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

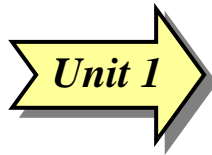
**Listening Focus****Speaking Focus****Review****Mastery Test**

<i>Lessons</i>	Session 1	Session 2	Session 3	Session 4	Session 5
<b>Unit 2</b>					
Warm Up: Listening					
Warm Up: Grammar Focus					
School Life: Class Schedule					
School Life: Dialog 1					
School Life: Dialog 2					
Science: Matter					
Science: States of Matter					
Science: Energy					
Science: Quiz					
World Talk Cards:					
Speaking Up: Question Practice w/SR					
Mastery Test: Units 1 & 2					
<b>Unit 3</b>					
Warm Up: Listening					
Warm Up: Grammar Focus					
School Life: School Map					
School Life: Dialog 1					
School Life: Dialog 2					
Geography: Earth					
Geography: Directions					
Geography: Time Zones					
Geography: Quiz					
World Talk Cards:					
Speaking Up: Dialog w/SR					

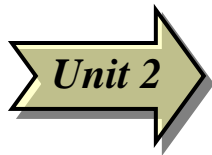
In the lessons marked *listening*, the student will preview and then move on to comprehension. In the lessons marked *speaking*, the student will listen and then *record* several sentences and use the *playback* button to listen to their speaking in comparison with the model voice. The *Speaking Up* lessons with **Speech Recognition (SR)** should be done on a regular basis, with the student paying attention to developing fluency and confidence. In these **SR** lessons, the student's voice is automatically recorded, so students should use the *playback* button to listen to what they said. The teacher should show and periodically confirm that students know how to use the *record*, *playback*, and *Speech Recognition* features of this program. The teacher should use the **Records Manager** 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, please see the **Records Manager Guide**.

## Appendix E: Unit Menus

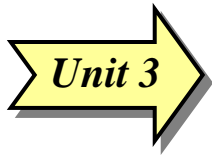
### *Units 1~5*



*Warm-Up:* People and Things; Grammar Focus  
*School Life:* Introductions; Dialogs 1 and 2  
*Math 1:* Numbers; Operations; Fractions; Geometry; Quiz  
*World Talk Cards:* Activities; Grammar Focus  
*Speaking-Up:* Dialogs with Speech Recognition



*Warm-Up:* Occupations; Grammar Focus  
*School Life:* Class Schedule; Dialogs 1 and 2  
*Science 1:* Matter; States of Matter; Energy; Quiz  
*World Talk Cards:* Schedule; Grammar Focus  
*Speaking-Up:* Question Practice with Speech Recognition



*Warm-Up:* Classification; Grammar Focus  
*School Life:* School Map; Dialogs 1 and 2  
*Geography 1:* Earth; Directions; Time Zones; Quiz  
*World Talk Cards:* Occupations; Grammar Focus  
*Speaking-Up:* Dialogs with Speech Recognition



*Warm-Up:* Weather; Grammar Focus  
*School Life:* Map; Dialogs 1 and 2  
*English 1:* Nouns; Pronouns; Verbs; Quiz  
*World Talk Cards:* Weather; Grammar Focus  
*Speaking-Up:* Question Practice with Speech Recognition



*Warm-Up:* Transportation; Grammar Focus  
*School Life:* Food; Dialogs 1 and 2  
*Math 2:* Number Types; Comparisons; Prices; Quiz  
*Locations:* Map; Grammar Focus  
*Speaking-Up:* Dialogs with Speech Recognition

## Units 6~10

### Unit 6

*Warm-Up:* Activities; Grammar Focus  
*School Life:* Tina's Schedule; Dialogs 1 and 2  
*Science 2:* Motion & Force; Gravity; Atoms; Quiz  
*World Talk Cards:* Likes and Abilities; Grammar Focus  
*Speaking-Up:* Question Practice with Speech Recognition

### Unit 7

*Warm-Up:* Seasons; Grammar Focus  
*School Life:* Dialogs 1 and 2; Grammar Focus  
*Geography 2:* Planet Earth; Land & Water; Locations; Quiz  
*World Talk Cards:* Seasons; Grammar Focus  
*Speaking-Up:* Dialogs with Speech Recognition

### Unit 8

*Warm-Up:* Times of Day; Grammar Focus  
*School Life:* Dialogs 1 and 2; Grammar Focus  
*English 2:* Adjectives/Adverbs; Prepositions; Conjunctions; Quiz  
*World Talk Cards:* Preferences; Grammar Focus  
*Speaking-Up:* Question Practice with Speech Recognition

### Unit 9

*Warm-Up:* Times of Life; Grammar Focus  
*School Life:* Dialogs 1 and 2, Grammar Focus  
*History:* Aristotle; Alexander; Cleopatra; Ramses; Quiz  
*World Talk Cards:* Past; Future; Grammar Focus  
*Speaking-Up:* Dialogs with Speech Recognition

### Unit 10

*Warm-Up:* Purpose and Use; Grammar Focus  
*School Life:* Dialogs 1 and 2; Grammar Focus  
*Math 3:* Time Units; Temperature Units; Units of Weight & Distance; Quiz  
*Locations:* Places and Purpose; Grammar Focus  
*Speaking-Up:* Question Practice with Speech Recognition

