

DynEd®

Teacher's Guide



Business English Advantage Series

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Introduction

The *Business English Advantage Series* is an integrated series of courses in spoken English that develops the ability to use English for business and in the workplace. It is designed for basic through advanced proficiency levels. The first two levels of *New Dynamic English* and *The Lost Secret* provide an excellent language foundation, without which meaningful communication of even simple ideas is not practical. At the intermediate level, students continue on with *New Dynamic English* and, in parallel, study *Dynamic Business English* and *Functioning in Business*, which develop the ability to communicate business content in a variety of business situations. For students who wish to move to a higher level, where more sophisticated content is needed, Level 4 (Modules 7 & 8) of *New Dynamic English* brings students to the point where they can handle complex ideas and make fine distinctions in the language which are important in business meetings and negotiations.



The interactive multimedia material in this series of programs represents a significant advance over traditional language learning materials. As with any new set of tools, however, teachers and students alike need to develop techniques and strategies for using it effectively. This *Instructor's Guide* contains suggestions for using each of the titles in the *Business English Advantage Series*. It is the combination of effective classroom study with directed self-study activities that provides the optimum language learning solution.

Program Content & Structure

This integrated program consists of the following courses:

New Dynamic English, Levels 1~4 (Modules 1~8), provides the linguistic foundation for the program. This award-winning course focuses on the conceptual framework of English in a way that accelerates language learning and prepares students to handle complex ideas and language functions, including summarization, argumentation, and speculation. Listening and speaking skills are the primary focus throughout the series, though reading and writing skills are also developed, particularly at the higher levels. The course includes 24 Mastery Tests.

The Lost Secret is an ideal complement to *New Dynamic English*, Levels 2 and 3. Developed with the BBC, it provides both review, language extension, and additional vocabulary to *New Dynamic English*, and includes important situational language. Used together, these courses provide the core of an intensive language study program. This course includes 4 Mastery Tests.

Dynamic Business English and *Functioning in Business* provide the business English component at Level 3 of the program. *Dynamic Business English* focuses on business themes, with an emphasis on oral presentation skills and listening comprehension. Its companion course, *Functioning in Business*, focuses on the language functions necessary to do business in key situations, as well as general business vocabulary. These courses include 10 Mastery Tests.

English by the Numbers develops a student's ability to deal with numbers and quantitative relationships. This unique, short course helps to prepare students to exchange information over the telephone and explain numerical information.

Clear Speech Works focuses on improving pronunciation.

Advanced Listening is a supplementary course for advanced students who need to improve their listening skills and vocabulary. It features intellectually stimulating lectures from Stanford University.

Test Mountain is a supplementary course that helps students prepare for standardized tests such as the *TOEIC*. It has 4 listening sections, and 3 reading sections.

As students study each course in the program, their progress is monitored and assessed. Each time a student answers a question by clicking on a word or picture, records a sentence, completes a fill-in, *Speech Recognition* or other activity, the program updates the student's study records and assesses the quality and level of study through DynEd's *Intelligent Tutor*. The complete study records for all students are stored in the **Records Manager** for easy access and analysis by the teacher.

In all levels of the *Business English Advantage Series*, care has been taken to design exercises that require comprehension and critical thinking. Our focus on meaning is consistent with our assumption that language learning is best facilitated when the language is both comprehensible and is *input* through tasks that require the learner to process the language in sequenced stages, from recognition and comprehension to production, review, and acquisition.

Setting Up a Sequence of Courses

A sample sequence for an intensive program is as follows:

Placement Level	Appropriate Courses
0.0~0.5	<i>New Dynamic English</i> , Modules 1 & 2
0.5~0.7	<i>New Dynamic English</i> , Module 2
0.7~1.2	<i>New Dynamic English</i> , Module 3 + <i>The Lost Secret</i> , Episodes 1~5 Courses are done in parallel, so that students are dividing their study time between both courses.
1.2~1.7	<i>New Dynamic English</i> , Module 4 + <i>The Lost Secret</i> , Episode 6~10 Courses are done in parallel, so that students divide their study time between both courses. Before starting <i>The Lost Secret</i> , Episode 6, it is essential to review Episodes 1~5, both to provide a quick review for continuing students and to allow new students to get into the story.
1.7~2.2	<i>New Dynamic English</i> , Module 5 + <i>Dynamic Business English</i> , Units 1 & 2 + <i>English by the Numbers</i> , Units 1 & 2
2.0~2.5	<i>New Dynamic English</i> , Module 6 + <i>Dynamic Business English</i> , Units 3 & 4 + <i>Functioning in Business</i> , Episodes 1~5 + <i>English by the Numbers</i> , Units 3 & 4
2.5~2.7	<i>New Dynamic English</i> , Module 7 + <i>Dynamic Business English</i> , Units 5 & 6 + <i>Functioning in Business</i> , Episode 6+ (with review) + <i>English by the Numbers</i> , Units 5 & 6 + <i>Advanced Listening</i> + <i>Test Mountain</i>
2.7~3.0	<i>New Dynamic English</i> , Module 8 + <i>Advanced Listening</i> + <i>Test Mountain</i> + review as needed

To administer the above program, the **Placement Test** is designed to help determine the level of each student. Use the **Records Manager** to sort the students by their placement levels and put them into appropriate classes. Then use the **Records Manager** to create appropriate study paths for each class by *locking out* the upper level units and lessons that are appropriate for higher level students. A class at the 2.0~2.5 placement level, for example, can be set up so that the students cannot access the higher level courses or disks, such as *New Dynamic English*, Modules 7 and 8. This can be done by ‘locking’ those lessons. This prevents students from skimming through the material and helps keep them focused. In general, it is recommended that students be allowed to access lower level courses for review purposes, but that higher-level materials be locked. This is especially important in programs where students move up from one class to the next over an extended period of time.

Once the program is underway, the [Completion Percentage](#) and Mastery Test scores (if available) will help determine when to promote students to a higher level. It is also useful to allow students to retake the Placement Test, but this should only be done after a period of at least 60 ~ 100 hours of study between tests. If the Placement Test is taken too often, it is no longer effective, since students become too familiar with the items in the test. Please see the *Placement Test Guide* for more detailed information about the tests and placement levels.

Placement Levels

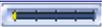
To place students into the program, DynEd has designed a computer adaptive **Placement Test** (see *Placement Test Guide*). This two-part test places students from 0.0 ~ 3.2+ on a 5 point scale. A perfect score on the Placement Test means that the student is at a 3.2 or higher level, which places the student above the level of the program. From the Placement Level students achieve, students can be placed into the appropriate course according to the following chart:

<i>DynEd Placement Level</i>	<i>Appropriate DynEd Courses</i>
0.0 Beginner ~	NDE Module 1
0.5 (TOEIC 250~450)	NDE Module 2
1.0 (TOEIC 400~500)	NDE Mod 3; The Lost Secret
1.5 (TOEIC 450~550)	NDE Mod 4; The Lost Secret
2.0 (TOEIC 600~700)	NDE Mod 5&6, FIB; DBE Units 1,2,3,4
2.5 (TOEIC 650~800)~TOEFL 600	NDE Mod 7; FIB; DBE Units 3,4,5,6
3.0 (TOEIC 750~950)~TOEFL 650	NDE Mod 8; Adv. Listening; Test Mountain

When evaluating level and pacing, it is important to realize that a student's level varies according to skill area. In general, the receptive skills, listening and reading, are at a higher level than the productive skills, speaking and writing. If a student's receptive skills are well ahead of their productive skills, then it is important to spend more time with activities that develop the productive skills. For example, a student with good listening comprehension should spend more time on focus exercises and activities that use speech recognition. Role-plays, oral presentations, and other classroom activities would also be appropriate. On the other hand, for students who have a low level of listening or reading comprehension, it is important to focus more on developing their comprehension first, which means more repetitions, more time for review, and more comprehension exercises before working on the productive skills.

Completion Percentage

Many students feel ready to stop an activity when they 'understand' it. However, the learning of a second 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. 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.

The Completion Percentage is shown in the Study Records and in some courses by icons  that appear in the Module menus. It indicates how thoroughly a student has studied and practiced each lesson. An 80~100% Completion Percentage means that the student has completed the recommended amount of study for a lesson or group of lessons. See the chart below for an explanation of the symbols shown in the column next to the Completion Percentage. These symbols indicate the Completion Percentage levels and Mastery Test scores in a graphical way.

Completion Percentage	Symbol	Mastery Test Scores	Symbol
0		0	
1-79		1-79	
80-99		80-89	
100+		90+	

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, and the number of questions which are answered correctly.

The program counts each time a student completes one of the above activities or tasks. The accumulated data is analyzed and scored according to the length of the lesson, the number of sentences and questions in a lesson, and the kinds of activities that are appropriate in that lesson.

To reach the desired level of mastery of the materials provided within DynEd's courses, and to attain an 80% or more *Completion Percentage*, students should go through each section of a lesson, first by previewing it, then by focusing on the details and structure of the language, then by practicing and recording the language, and then by reviewing it several times over an extended period of time. If this process is completed, the vocabulary and language structures will be successfully acquired (not just memorized short term), and the *Completion Percentage* will indicate that the student is prepared to take the *Mastery Test* for that unit or lesson. To adjust the *Completion Percentage* targets for a class, please see the *Records Manager Guide*.

The Intelligent Tutor

Please note that in the *Records Manager*, the relationship between the Study Time and the Completion Percentage for a lesson will indicate which students are using their time more or less effectively. For example, if a student has studied a lesson for 5 hours and has a 50% Completion Percentage compared to an average Completion Percentage of 70% for other students who have studied the same lesson for 5 hours, it suggests that the student has not been studying effectively and may need coaching. An analysis of the data in the *Records Manager* and *Intelligent Tutor score* will enable the teacher to provide detailed feedback to help the student improve the quality of study. A student who has consistently *not* used the microphone, for example, is not recording or monitoring their speech, which is an important task for many lesson types. To save teachers time, DynEd's *Intelligent Tutor* has been developed to comb through the data and provide useful summaries and study scores to the teacher, both for individual students and for the class as a whole. For more information on the Intelligent Tutor, please see the *Records Manager Guide*.

The Shuffler Level

A unique feature of DynEd courseware is the Shuffler. As a student answers questions and completes activities, the "Shuffler Level" rises or falls on a scale from 0.0 to 3.0, and the computer adjusts the depth or difficulty of the lesson accordingly. Additional sentences, more vocabulary, more difficult comprehension questions, and even new information, are sometimes introduced at higher shuffler levels.

In Level 1, Unit 1 of *New Dynamic English*, for example, the student will hear the sentence "Max is from San Francisco." In the second or third time through the lesson, however, the student may also hear the alternate form, "Max comes from San Francisco." At the higher levels students will find out more about Max, Kathy and Pierre and the languages they speak. This dynamic nature of the program also helps maintain student interest even as they go through a lesson several times.

Syllabus

The language throughout the *Business English Advantage Series* is introduced and developed according to a spiral, concept-based syllabus where meaning, grammar and communicative purpose are woven together. This sequence is designed to be in resonance with how the brain organizes and structures language. Care has been taken to focus on the concepts communicated most frequently in English (such as *point of time, duration, frequency, causality, and negation*) and on the grammatical structures with the most generative power to communicate these concepts. This careful sequencing of both communicative content and language structures makes these courses effective as the core material for a classroom-based English course over a period of several hundred hours.

From Placement Level 2, the business focus increases, with an emphasis on presentation and meeting skills, the language of numbers and explanation, as well as the elements of argumentation, organization of ideas, and international news. A detailed syllabus for each course is in the following section, and lesson-by-lesson suggestions are available in the Instructor's Guides for each course.

The interactive design of the software enables students to get effective, intensive language practice not possible in a classroom, but which is the key to language learning. Intensive practice allows students to master the language models in the program as their foundation in English. During each practice session, students can work at their own pace, with instant access to repetition and comprehension aids such as translation, on-screen text backup and glossary support. Students can also record their own voices and

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compare their recording of a sentence with the speaker models provided in the course. This prepares students for the Speech Recognition tasks that have been integrated into many of the follow-up exercises and helps to develop oral fluency.

Throughout the program, all language is presented in contexts that can and should be linked and extended into the lives and experience of the learners. This is done most effectively in the classroom, where students can make oral presentations, ask and answer questions, summarize material, work in pairs, and engage in conversation about a specific topic or problem. (See [Combining Classroom and Directed Study](#))

Spoken Language Orientation

The language orientation of the course is toward International English spoken in a consultative style, as opposed to more casual styles which are more divergent and less universal. The course is designed to prepare speakers of English to use the language in a variety of circumstances, and especially to communicate with others outside their local community. This is necessary in an ever-increasing global environment where English is used by native and non-native speakers. Some lessons feature speakers with different accents, but always with care taken to avoid local variations that render the language unintelligible as a tool for international communication.

Scope and Sequence

The scope and sequence for each of the courses in the program can be accessed from the following chart that shows each course by its Placement Level range.

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Placement Level	Course
0.0~0.7	Scope and Sequence: New Dynamic English Modules 1 & 2
0.7~1.7	Scope and Sequence: New Dynamic English Modules 3 & 4 Scope and Sequence: The Lost Secret
1.7~2.5	Scope and Sequence: New Dynamic English Module 4 & 5 Scope and Sequence: English by the Numbers Scope and Sequence: Dynamic Business English Units 1 & 2 Scope and Sequence: Dynamic Business English Units 3 & 4 Scope and Sequence: Functioning in Business
2.5~3.0	Scope and Sequence: Dynamic Business English Units 5 & 6 Scope and Sequence: New Dynamic English Module 7 & 8

Scope and Sequence: *New Dynamic English 1, Modules 1 & 2*

NDE Module 1, Units	Main Learning Points	Comments
<p>1. Names and Places Hello, Max and Kathy! Where is France? Who Speaks English? Question Practice w/SR Focus Exercises</p>	<ul style="list-style-type: none"> • Personal information: name, where from, languages spoken, nationality • Introductions (<i>Hi, my name is...</i>) • Countries and cities of the world • Relative location (<i>here, left, right</i>) • Demonstratives (<i>that, this</i>) • Pronouns (personal, possessive) • <i>be, do</i>, Contractions, Negation • Subject-verb agreement • Present Simple tense (<i>She speaks Spanish.</i>) • <i>Yes/No</i> and <i>Wh-</i> question formation. 	<ul style="list-style-type: none"> • Students learn to give and elicit basic information about themselves and others. • Builds recognition of simple words and phrases in context. • Introduces the most basic structures in English.
<p>2. Jobs and Family Richard Chin Sara Scott Henry Thornton Word Practice Questions</p>	<ul style="list-style-type: none"> • Presents the jobs, families and living arrangements of three characters. • Extends personal information: age, spelling of name, job, salary, marital status. • Present Simple verbs: <i>have, live, work</i>, etc. • Subj/Verb/Object (<i>He teaches science.</i>) • Object Pronouns (<i>him, her</i>) • Adjectives and Prepositions of Location 	<ul style="list-style-type: none"> • Students learn to ask and answer basic questions about each other in an interview format. • Introduces useful verbs and daily vocabulary.
<p>3. Numbers and Time One to One Hundred Time</p>	<ul style="list-style-type: none"> • Numbers 1-100 • Clock times and fractions • Telephone numbers 	<ul style="list-style-type: none"> • Prepares students for later Units which use time and numbers.
<p>4. Review Exercises Dictations Fill-Ins w/SR Speech Practice w/SR</p>	<ul style="list-style-type: none"> • Gap-filling and speech recognition exercises review key grammar and vocabulary. • Develops fluency and reading skills. 	<ul style="list-style-type: none"> • These lessons review Units 1-3 and focus on key points such as Subject-Verb agreement.
<p>5. Video Interactions w/SR Introductions At a Party At an Office Telephone Interview Hot Seats</p>	<ul style="list-style-type: none"> • Shows basic introductions, greetings, and use of the telephone. • Students may interact with the actors through Speech Recognition (SR) activities. 	<ul style="list-style-type: none"> • Language review. • Provides a model for role-plays.

NDE Module 2, Units	Main Learning Points	Comments
<p>1. Family Schedule The Harris Family Bob and Sandra's Schedules Collette and John's Schedules Questions Focus Exercises</p>	<ul style="list-style-type: none"> • Family relationships (<i>father, mother, etc.</i>) • Days of the week and weekly schedule • Time and Duration (<i>when and how long</i>) • Frequency (<i>every day, on Mondays</i>) • Means (<i>by bus, drives his car to work</i>) • Time expressions (<i>after dinner, at night</i>) • Prepositions of Place and Time • Sequence (<i>before, after</i>) • Subj/Verb/Object: (<i>She practices the violin.</i>) • Adverbs of Frequency (<i>usually, never</i>) 	<ul style="list-style-type: none"> • Students learn how to ask and answer questions about their daily routines. • Focuses on specific times, frequency, and duration of habitual activities that make up daily life.
<p>2. Matrix Vocabulary Seasons Times of Day Weather Times of Life Types of People Matrix Game</p>	<ul style="list-style-type: none"> • Introduces basic vocabulary in five subject areas: seasons, times of day, weather conditions, times of life, and types of people. • Adjective and Adverb phrases • Word relations/analogy (<i>hot is to cold as summer is to what?</i>) • Indefinite/Definite Reference • Superlatives (<i>the coldest time of year</i>) 	<ul style="list-style-type: none"> • Students learn to describe the phases of life and the basic conditions in which people live out their lives.
<p>3. Likes and Dislikes: A Survey Food and Sports What Can You Do? Video Hot Seats w/SR</p>	<ul style="list-style-type: none"> • Classification (<i>what kind, such as</i>) • Adverbs of Manner (<i>how well, well, a little</i>) • Quantification (<i>a lot, some, any</i>) • Ability (<i>can/can't, know how to</i>) • Useful phrases (<i>let's see, for example, I mean, not really</i>) 	<ul style="list-style-type: none"> • Students learn to express personal preferences and abilities. • Presents an interview about favorite foods, sports, hobbies and other interests.
<p>4. Review Exercises Dictations Fill-Ins w/SR Speech Practice w/SR</p>	<ul style="list-style-type: none"> • Gap-filling and speech recognition exercises review key grammar and vocabulary. • Develops oral fluency and reading skills. 	<ul style="list-style-type: none"> • Provides language practice and review activities.
<p>5. Video Interactions w/SR Telephone: Let's Meet on Thursday Business Telephone An Interview Hot Seats</p>	<ul style="list-style-type: none"> • Presents language useful for making an appointment, suggestions, and using the telephone for business. • Students may interact with the actors through Speech Recognition (SR) activities. 	<ul style="list-style-type: none"> • Short videos illustrate the use of the language with a variety of characters. • Provides models for classroom role-play and interviews.

Scope and Sequence: *New Dynamic English*, Modules 3 & 4

NDE Module 3, Units	Main Learning Points	Comments
<p>1. Daily Activities Kathy's Schedule Diane's Schedule Question Practice w/SR Focus Exercises</p>	<ul style="list-style-type: none"> • Verb tenses: past, present, and future (<i>ate, got up, started, cooked, is eating, is going to interview, is going to work late</i>) • Time phrases (<i>this morning, an hour ago, in an hour, later this afternoon</i>) • Time Sequence (<i>then she worked on..., after the interview she's going to...</i>) • Yes/No and Wh- question formation with past tense and future (<i>be going to</i>). • Short answers (<i>Yes, she did. No, she didn't.</i>) • Pronunciation: /d/ called, /t/ cooked 	<ul style="list-style-type: none"> • Students learn to give and elicit basic information about daily routines, in the past, present, and future. • Presents the lives of two women, one a journalist, and the other a mother at home. • Extends basic vocabulary, for both work and at home.
<p>2. Our World Our Planet, Earth Air, Water, and Pollution Questions Focus Exercises</p>	<ul style="list-style-type: none"> • Amount/Quantification (enough, plenty, not enough, the third, one of) • Cause/Effect (<i>They died out because... Polluted air makes us sick.</i>) • Conditional Relations (<i>Without water there would be no life; if we were closer...</i>) • Comparison (-er than)/ Superlatives (-est) • Reason (<i>They died out because...</i>) • Reference (<i>one of; one form of life</i>) • Relative Pronouns (that, where, which) one of nine planets <i>that</i> travel around... • <i>there</i>: existential (<i>there isn't enough</i>) 	<ul style="list-style-type: none"> • Students learn to express basic needs, energy, food, water, our relationship to the environment, pollution, and the conditions for life to exist • Introduces more complex ideas that will be developed in Levels 3 and 4.
<p>3. Locations City Locations City Quiz Spatial Relations</p>	<ul style="list-style-type: none"> • Asking for directions (<i>Where is the...?, Where can I buy some...?</i>) • Directions (north, south, east, west) • Location/Prepositions of Location (<i>on the corner, across the street, in front of</i>) • Shapes (triangle, circle, square) • Spatial Relations (<i>near, on, under, on top of, inside, to the left of, etc.</i>) 	<ul style="list-style-type: none"> • Students learn the names of useful businesses and how to specify street locations. • The Spatial Relations lesson focuses on how to describe how objects are arranged in relationship to each other.
<p>4. Review Exercises Dictations Fill-Ins w/SR Speech Practice w/SR</p>	<ul style="list-style-type: none"> • Gap-filling and speech recognition exercises review key grammar and vocabulary. • Develops oral fluency and reading skills. 	<ul style="list-style-type: none"> • Reviews key points from Units 1-3 such as verb tenses, time phrases, and logical connectors.
<p>5. Video Interactions w/SR Telephone: Arranging to Meet Are You Going to Class? Asking for Information At a Restaurant Hot Seats</p>	<ul style="list-style-type: none"> • Requests, Suggestions, Negative Questions • Asking for directions • Ordering at a restaurant 	<ul style="list-style-type: none"> • Language review. • Provides a model for role-plays. • Fluency development

NDE Module 4, Units	Main Learning Points	Comments
<p>1. Planning Ahead Departure Choices Meeting a Friend Questions Focus Exercises</p>	<ul style="list-style-type: none"> • Adverb phrases/clauses (<i>when he lands in London, whenever they get together</i>) • Conditional (<i>If he leaves on Saturday, he'll arrive on Sunday. If he's tired...</i>) • Degrees of Certainty, Modals (<i>will, may, can, will probably, if he leaves...</i>) • Future (<i>going to, will, may, can</i>) • Infinitive (<i>tried to buy, takes ten hours to fly from, decide how to get, to go by taxi</i>) • <i>It is</i> to express Condition or State • Noun phrases as the Subject (<i>one way to get from the airport, one of his best friends</i>) • Reason/Result (<i>so he's going to get a discount, He's going because...</i>) 	<ul style="list-style-type: none"> • Students learn to talk and answer questions about travel, future plans, and choices. • Students learn how to give reasons for their choices. • In the context of a man planning a trip, the focus is on future time, contingencies, and degrees of certainty.
<p>2. Matrix Vocabulary Things to Eat Things to Drink Things to Read Things to Listen to Colors Matrix Game</p>	<ul style="list-style-type: none"> • Amount/Quantification (<i>some, most, a few, many, much, lots</i>) • Comparison (<i>-er than</i>) • Countable/Uncountable (<i>a steak, some vegetables, a piece of cake</i>) • Reference (<i>one, the other, these, else, besides the radio, one kind of meat</i>) • Preference (<i>would rather, like better, prefer</i>) • Word relations (<i>Grass is to green as lemon is to yellow.</i>) 	<ul style="list-style-type: none"> • Students learn to describe things they like. • Students learn how to express their preferences.
<p>3. Biography: Einstein The Early Years The Later Years Focus Exercises Questions</p>	<ul style="list-style-type: none"> • Expressing Change (<i>he became interested in, got married, he graduated in...</i>) • Dates (<i>1879, 1900, 1902, etc.</i>) • Duration (<i>during that period, throughout his life, until his death, for more than 20 years</i>) • Past time, Past tense (<i>showed, published, made, said, wondered, won, died, etc.</i>) • <i>Why, How, and That</i> clauses • Time Sequences (<i>two years later, after graduation, shortly after that, by this time</i>) 	<ul style="list-style-type: none"> • Students learn to talk about their life history, important dates, and periods. • Presents the life history of Albert Einstein.
<p>4. Review Exercises Dictations Fill-Ins w/SR Speech Practice w/SR</p>	<ul style="list-style-type: none"> • Gap-filling and speech recognition exercises review key grammar and vocabulary. • Develops oral fluency and reading skills. 	<ul style="list-style-type: none"> • Provides language practice and review activities.
<p>5. Video Interactions w/SR Business Telephone Friendly Advice At a Restaurant An Interview</p>	<ul style="list-style-type: none"> • Making an appointment, confirming information, and using the telephone • Students may interact with the actors through Speech Recognition (SR) activities. 	<ul style="list-style-type: none"> • Telephone skills for simple business transactions. • Provides models for role-plays and interviews.

Scope and Sequence: *The Lost Secret*

Episodes	Structures & Functions	Sample Sentences
<p>1 & 2 The main character, Orwell, has lost his memory. The police question him, and Dr Roberts agrees to help him regain his memory.</p>	<ul style="list-style-type: none"> • Simple statements and questions with <i>to be</i> • Statements, questions and negatives with <i>can</i> • <i>Have/has got</i> • Possessive adjectives: <i>my, your, his, her</i> • Pronouns: <i>I, you, he, she</i> • Questions with <i>what, where, and who</i> • Polite phrases • Simple personal questions 	<p>I'm a bird. Is that the man? Are you a fish? You can fly! Can you remember your name? I can't swim, but I can fly. I've got some appointments this afternoon. I haven't got a name. What's your name? / Where do you live? Who are you? I'm sorry. Where do you come from?</p>
<p>3 Orwell recalls meeting a woman on an airplane and being questioned in customs about a plant. He remembers meeting Professor Sline at the airport.</p>	<ul style="list-style-type: none"> • Simple present • Present progressive in statements and questions • Pronouns: <i>we, they</i> • Imperatives • Negatives with present tense • <i>Yes/no</i> questions with simple present • <i>Wh-</i> questions • Requests and offers with <i>can</i> 	<p>She works in a bookshop. Her parents live in Mexico City. We're landing now. What are you saying? / What are they doing? Bring him here! / Don't chew gum! I don't know. / It doesn't matter. Do you like it? / Do you know where it is? What do you do there? Why can't I remember my answer to her question? Can I see the letter, please?</p>
<p>4 Orwell remembers riding in Sline's car and checking in to his hotel.</p>	<ul style="list-style-type: none"> • Simple past • Questions with simple past • <i>Ago</i> • Tag questions • Checking into a hotel • Invitations and polite refusals 	<p>They left the hotel and I went to bed. He was with Sabina at the airport. Was it warm in Mexico City? Did you see them again? What did they talk about? Two years ago I wrote a book about the Mepatecs. You are an expert, aren't you? This is your book, isn't it? I've got a reservation. How long are you staying? Would you like a drink first? That's very kind of you but no, thanks.</p>
<p>5 Orwell recalls a phone call from Sline, who has stolen his manuscript. Flashback to where Sabina puts something in Orwell's drink.</p>	<ul style="list-style-type: none"> • Future with <i>will</i> • Negatives with past tense • <i>Some, any</i> • Apologies • Making a purchase • Ordering at a restaurant • Suggestions 	<p>I'll spell that for you. / He'll be here soon. I didn't drink anything. / It wasn't him. Why don't you have some lasagna? He doesn't want any minestrone. I'm sorry I'm late. But the traffic was heavy. How much is it? / Thank you. I'll take it. Are you ready to order? / Two lasagnas, please. Would you like something to drink? Why don't you sit down?</p>
<p>6 Flashback to Sline's laboratory where Orwell is forced to take the memory drug. (continued)</p>	<ul style="list-style-type: none"> • Future with <i>going to</i> • Questions with <i>going to</i> • <i>Why</i> questions • Expressing and asking about intention • Expressing needs and wants 	<p>You're going to help me. What are you going to do? Why are you asking me? Why did he ask you those questions? I'm going to test the drug. I need your help! I wanted to find out how much you know.</p>

Scope and Sequence: *The Lost Secret*

Episodes	Structures & Functions	Sample Sentences
<p>7 Orwell and Roberts go to the library for information about the Telo plant. Sabina takes the page they need to Sline.</p>	<ul style="list-style-type: none"> Review of question forms Tag answers <i>Should</i> (obligation) Promises Suggestions 	<p>Did I see her? Or didn't I? Where can I find out? Who was on the balcony? Yes, I am. / Yes, I did. No, he isn't. You should believe me. Perhaps you should listen to me sometimes. Don't worry, I'll give it back. Let's go there now!</p>
<p>8 Sline tells Sabina why the drug didn't work on Orwell. Orwell and Roberts hear on the news about a break-in at a greenhouse.</p>	<ul style="list-style-type: none"> Present perfect <i>Have to</i> <i>I'd like</i> <i>There is, there are</i> Contradicting 	<p>Have you seen this man before? I've never seen it. You've helped me a lot. We have to get the plants first. Why do I have to stay here any longer? There's something I'd like to ask you. I'd like to go back to work. In England there is one place where they grow. There are very few Telo plants in South America. That isn't what this book says.</p>
<p>9 Sline and Sabina are preparing a stronger version of the drug to test on Harry. Orwell and Roberts are on their way to Sline's laboratory.</p>	<ul style="list-style-type: none"> Future with <i>going to</i> and <i>will</i> <i>Used to</i> (past habitual) Present perfect <i>Something, nothing, anything, everything</i> Apologies 	<p>I'm going to test it. This time it will work. He'll be back soon. It used to grow only in one part of South America. Where have you been? Have I done something wrong? We can't do anything today. Nothing can stop me now. I'm sorry, boss. I forgot your cigars.</p>
<p>10 Sabina prepares drinks with the memory drug for Harry and Sline. Orwell and Roberts break into the laboratory.</p>	<ul style="list-style-type: none"> Present perfect with <i>yet</i> Adverbs Contractions with <i>is</i> and <i>has</i> <i>Know what</i> + infinitive Imperative Phrases used for making a toast 	<p>You haven't drunk any yet. Does it work slowly, or quickly? What's it made of? Where's Sabina? I think she's gone. She's got the drug. You know what to do. Try it. Tell me about this memory drug. Drink up! Cheers!</p>
<p>11 Two years later: Roberts and Orwell meet again and he tells her the lost secret of the Mepatecs.</p>	<ul style="list-style-type: none"> Present perfect with <i>already</i> <i>Could, would</i> and <i>had to</i> Reported speech Greetings Suggestions and invitations 	<p>I've already read it. There was only one thing I could do. Would you sign this, please? I had to destroy it! How nice to see you! It's been a long time. You said perhaps it was just a story. You told me that the secret of the Mepatecs was on the cup. Have you got time for a walk? Why don't we walk along the river?</p>

Scope and Sequence, *New Dynamic English*, Module 5 & 6

NDE Module 5, Units	Main Learning Points	Comments
1. On a Trip A Paris Vacation Today's Activities Florence and Beyond Question Practice w/SR Focus Exercises	<ul style="list-style-type: none"> • Past, present, future events and experience • Present Perfect tense (<i>she has had..., they have kept in touch, she has never been...</i>) • Duration (<i>been, for, since</i>) • Future time and Modals (<i>be going to, will, may, look forward to V(ing)</i>) • Conditional (<i>she would do the writing, if they go together, it could be...</i>) • <i>already, yet, ever</i> • <i>Yes/No</i> and <i>Wh-</i> question formation with Present Perfect and Past tenses. 	<ul style="list-style-type: none"> • In the context of a trip to Europe, this Unit introduces the Present Perfect tense. • Students focus on the difference between the past tense to express a singular event and the present perfect to express a state or experience.
2. Energy Sources Our Energy Needs What about the Future? Questions Focus Exercises	<ul style="list-style-type: none"> • Cause/Effect (<i>As the supply decreases, the price will increase. Oil spills cause...</i>) • Classification (<i>such as, some of the ways we get energy, fossil fuels include coal, oil...</i>) • Conditionals (<i>if the temperature rises, if it gets into the environment...etc.</i>) • Degrees of Certainty (<i>will increase, can convert, there may even be..</i>) • Noun phrases (<i>many kinds of wildlife, the energy of falling water</i>) • Passive voice (<i>is converted, are produced, must be limited, is used, are being cut</i>) • Purpose (<i>We need energy for heat. We need energy to run our factories.</i>) 	<ul style="list-style-type: none"> • This Unit focuses on global issues, such as Global Warming. • Students learn important vocabulary and concepts useful for talking about basic science. • This Unit follows up Level II:1(2) <i>Our World</i>.
3. Directions City Directions City Quiz Spatial Relations	<ul style="list-style-type: none"> • Giving Directions (<i>turn right at the intersection, cross the street, etc.</i>) • Distance (<i>too far, not far enough, one block east, two doors down</i>) • Location (<i>on the same block as, on the opposite side of the street</i>) • Spatial Relations (<i>upper left-hand corner, second from the left in the top row</i>) 	<ul style="list-style-type: none"> • Prepares students for giving and following directions. • This Unit follows up Level II:1(3) <i>Locations</i>.
4. Review Exercises Dictations Fill-Ins w/SR Speech Practice w/SR	<ul style="list-style-type: none"> • Gap-filling and speech recognition exercises review key grammar and vocabulary. • Develops fluency and reading skills. 	<ul style="list-style-type: none"> • These lessons review Units 1-3 and focus on key points such as the Present Perfect tense.
5. Video Interactions w/SR How Much Are the Tickets? Business Telephone At a Restaurant (1) Hot Seats	<ul style="list-style-type: none"> • Polite language for solving a problem over the telephone and for buying something. • Students may interact with the actors through Speech Recognition (SR) activities. 	<ul style="list-style-type: none"> • Language review. • Provides a model for role-plays.

NDE Module 6, Units	Main Learning Points	Comments
1. Life Experience Making a New Life A Path to Success A Troubled Past Questions Focus Exercises	<ul style="list-style-type: none"> • Present Perfect/Past tenses contrasted • Passive voice (<i>was rejected, was arrested</i>) • Gerund/Infinitive (<i>enjoys teaching, decided to study, likes living in England</i>) • Change (<i>she became a model, he's getting older, their relationship got better.</i>) • Reason/Purpose (<i>for a personal reason, a grant to study, arrested for stealing</i>) • Time Sequence (<i>at the same time, a year later, before that, since then, he still lives</i>) 	<ul style="list-style-type: none"> • Students learn to talk about their past experiences and hopes for the future. • This Unit contrasts the lives of three characters. • This Unit extends and follows up Level III:1(1) <i>On a Trip</i>.
2. Matrix Vocabulary Occupations Places to Go Ways to Travel Things to Wear Feelings Matrix Game	<ul style="list-style-type: none"> • Adverb clauses/phrases (<i>when they are happy, when someone is rude to them</i>) • Compulsion, <i>have to</i> (<i>I only go when I have to. You have to put on your socks.</i>) • Word relations/analogies (<i>Driver is to bus as pilot is to airplane.</i>) • Gerunds/Infinitives (<i>I prefer flying. The fastest way to travel is to go by airplane.</i>) • Countable/Uncountable Amounts (<i>many people, some people, a lot of education, a pair of gloves, most people</i>) 	<ul style="list-style-type: none"> • This Unit focuses on subject areas that are often in daily conversations. • Students should extend the vocabulary given here, for example by interviewing each other.
3. Comparisons Price and Quality Three Sisters Country Data Four Cities Focus Exercises	<ul style="list-style-type: none"> • Adjective clauses/phrases (<i>which was made in 1920, the second most expensive</i>) • Approximation (<i>approximately 5,400 miles; about 7,400 miles; just over...</i>) • Asking about price/product information (<i>How much is the newest one? When was it made? Which one has the best...?</i>) • Comparison (<i>-er than, -est, as good as, better than, the most expensive one...</i>) • Countable/Uncountable (<i>how many more, how much more, how much taller...</i>) • Physical Description, Temperature, Distance 	<ul style="list-style-type: none"> • Students learn to ask information questions and make different kinds of comparisons, such as for product comparison. • People, products, and places are contrasted.
4. Review Exercises Dictations Fill-Ins w/SR Speech Practice w/SR	<ul style="list-style-type: none"> • Gap-filling and speech recognition exercises review key grammar and vocabulary. • Develops oral fluency and reading skills. 	<ul style="list-style-type: none"> • Provides language practice and review activities.
5. Video Interactions w/SR Telephone Conversation Flight Information At a Restaurant (2) Interview: Job Experience	<ul style="list-style-type: none"> • Presents polite language useful for doing business over the telephone. • Students may interact with the actors through Speech Recognition (SR) activities. 	<ul style="list-style-type: none"> • Students learn how to solve problems over the telephone. • Provides models for role-plays and interviews.

Scope and Sequence: *English by the Numbers*

Units	Main Learning Points	Comments
Unit 1 Numbers, Decimals, and Fractions	<ul style="list-style-type: none"> • Large and small numbers, tens, hundreds, thousands • Difference between ‘ty’ and ‘teen’ numbers • Fractions • Decimal fractions and percents 	<ul style="list-style-type: none"> • Students learn how to express and accurately understand numbers and fractions. • Prepares students to exchange numerical information.
Unit 2 Numerical Operations and Relations	<ul style="list-style-type: none"> • Expressing and understanding arithmetic operations: addition, subtraction, multiplication, and division • Exponents and Roots • Quantitative relationships: <i>25% more than, the two largest, ten percent of the largest</i> 	<ul style="list-style-type: none"> • Students learn to accurately understand and explain numerical operations and relations between numbers.
Unit 3 Related Changes	<ul style="list-style-type: none"> • Connected and unconnected changes: <i>as x increased, y increased; both x and y are increasing</i> • Vocabulary related to increases, decreases, change, and no change: <i>decline, rise, get weaker, continues to climb, as a result, fewer...</i> 	<ul style="list-style-type: none"> • Students learn to understand and express related changes in quantities. • Especially useful for understanding financial news and reports..
Unit 4 Describing Line Graphs	<ul style="list-style-type: none"> • Understanding and expressing changes as expressed in line graphs: <i>from 1998, sales increased steadily until they reached a high in 2000</i> • Using the <i>present perfect</i> to express information in a line graph: <i>this shows how the average family has been getting smaller.</i> 	<ul style="list-style-type: none"> • Students learn to understand and present graphical information in English
Unit 5 Describing Bar Graphs	<ul style="list-style-type: none"> • Understanding and expressing changes as expressed in bar graphs: <i>Even though Sweden and the US spend the most on education, their test scores are the lowest.</i> • Comparisons: <i>there is a higher ratio of spending for... than....</i> 	<ul style="list-style-type: none"> • Students learn to understand and present graphical information in English
Unit 6 Overview and Quiz	<ul style="list-style-type: none"> • Numbers & Operations • Logical relations: <i>must be, might be, could be, etc..</i> • Graphs: According to this graph... • Equations: <i>F is inversely proportional to...</i> • Probabilities: <i>The probability is 1 in 4.</i> 	<ul style="list-style-type: none"> • Students learn to understand and present a variety of important quantitative information and expressions
Units	Main Learning Points	Comments

Scope and Sequence: *Dynamic Business English*, Units 1 & 2

Dynamic Business English Units and Lessons	Main Learning Points	Comments
<p>Unit 1 Company Description</p> <p>Presentation Ace Corporation United Industries</p> <p>Question Practice w/SR Focus Exercises Grammar Fill-Ins w/SR Simulation w/SR At a Party w/SR Speech Practice w/SR Video Review</p>	<ul style="list-style-type: none"> • Existential <i>there, there are 300 employees...</i> • Definite & indefinite reference (articles and reference language, <i>another, the third...</i>) • Temporal sequence, <i>since then, in recent years</i> • Passive vs Active voice • <i>Wh</i> questions about one's company and its history • Present perfect to express change, <i>the company has done well</i> • Quantities and 'how many' questions • Locations of companies and competitors • Adjectives: <i>'well-managed, well made, high quality, etc.</i> • Introducing oneself and one's company 	<ul style="list-style-type: none"> • Students learn to give a basic presentation of their company in terms of products, location, customers and history. • Students learn to introduce themselves and their company in a social setting. • Students learn to ask and answer basic questions about their company and its products.
<p>Unit 2 Work Experience</p> <p>Presentation Jean Nielsen Tom Jones Federal Motors</p> <p>Question Practice w/SR Focus Exercises Grammar Fill-Ins w/SR Simulation 1 w/SR A Job Interview w/SR Speech Practice w/SR Video Review</p> <p>Simulation 2 w/SR Promotion w/SR Speech Practice w/SR Video Review</p>	<ul style="list-style-type: none"> • Sequence of events, <i>she worked there for seven years, until 1990, then, right after...</i> • Passive vs Active voice, <i>Jean was replaced by Steve, Steve replaced Jean, ten percent of the workers were laid off, he was transferred to...</i> • Expressing duration, <i>for more than ten years, since 1990, until 1990</i> • <i>Wh</i> and <i>how long</i> questions about sequence, duration and points of time • Verb tenses: past, past progressive, present perfect, present perfect continuous • Present and future perfect, <i>she will have been there for ten years, he has been working in the R&D department since...</i> • Since/when clauses, <i>since he joined the company, when she left the company</i> • Job transition verbs: <i>promote, transfer, quit, hire, fire, lay off, join, leave</i> • Job Interview questions and answers • Giving reasons and recommendations in a meeting, <i>I recommend a ten percent increase.</i> 	<ul style="list-style-type: none"> • Students learn to give a brief job description, including their responsibilities and background. • Students learn to describe the structure of their company, who is in charge, and how things have changed. • Students learn to ask and answer basic questions about their job history, education, and responsibilities in an interview situation. • This unit prepares students for the 1st unit in Functioning in Business
Units and Lessons	Main Learning Points	Comments

Scope and Sequence: *Dynamic Business English*, Units 3 & 4

Dynamic Business English Units & Lessons	Main Learning Points	Comments
<p>Unit 3 Manufacturing & Trade</p> <p>Presentation YR1 Robot OA-X Computer Question Practice w/SR Focus Exercises Grammar Fill-Ins w/SR Simulation w/SR Foreign Trade w/SR Speech Practice w/SR Video Review</p>	<ul style="list-style-type: none"> • Quantitative Reference with adjective phrases and passive clauses, <i>ten percent of the units made in 1989, of the ten thousand units made in 1998,</i> • Passive voice, <i>it's being used to, it's used for, were exported</i> • Purpose, <i>used for, used to, designed to, to improve its office efficiency</i> • Questions using quantitative expressions, <i>How many of the units made in 1989...</i> • Vocabulary related to trade, <i>export, import, free trade, etc.</i> • Exchanging opinions in a business situation, <i>I'm generally against free trade. Oh? Why is that?</i> 	<ul style="list-style-type: none"> • Students learn to use quantitative expressions to refer to something and to build longer sentences. • Students learn to talk about how and why something is being used • Students learn to deal with controversial questions about subjects such as trade. • This unit works well in parallel with <i>Functioning in Business</i>
<p>Unit 4 Product Comparisons</p> <p>Presentation The Epic The SX The Aria A Comparison Question Practice w/SR Focus Exercises Grammar Fill-Ins w/SR Simulation 1 w/SR Buying a Car w/SR Speech Practice w/SR Video Review Simulation 2 w/SR Buying Preferences w/SR Speech Practice w/SR Video Review</p>	<ul style="list-style-type: none"> • Comparatives & Superlatives related to product specifications, <i>the best made, the best selling, the least expensive, \$4,000 more than, isn't as expensive as</i> • Countable and Uncountable Amounts, <i>38 miles per gallon, much more expensive, lots of standard features, how many more, how much more</i> • Comparison of amount, <i>twice as much as, half the price, how much more...</i> • Classification, <i>in terms of size, as for price, such as</i> • Change, <i>sales are up by more than twenty percent, sales improved, it began to earn a good reputation, it has become...</i> • Vocabulary related to product description, <i>safety record, highly rated, base price, trouble free, customer survey, low cost maintenance, warranty, dependability...</i> 	<ul style="list-style-type: none"> • Students learn to present, describe and compare products • Students learn to make both quantitative and qualitative comparisons about products • Students learn to ask and answer questions about products and the differences between products • Students learn to express their product preferences • This unit works well in parallel with <i>Functioning in Business</i>
<p>Units and Lessons</p>	<p>Main Learning Points</p>	<p>Comments</p>

Scope and Sequence: *Dynamic Business English*, Units 5 & 6

Dynamic Business English Units & Lessons	Main Learning Points	Comments
<p>Unit 5 Decision Making Presentation Sonia Scott Bob Francis Ed Smith Question Practice w/SR Focus Exercises Grammar Fill-Ins w/SR Simulation w/SR Making a Decision w/SR Speech Practice w/SR Video Review</p>	<ul style="list-style-type: none"> • Cause/effect, logical connection, <i>depends on, if...then, in order to, so that, as a result, whether or not, either/or, a good chance that, though, unless, even if, she'll have to...</i> • Conditional, <i>if he does well, if he refuses to go, he may..., in that case he could afford to</i> • Degrees of certainty, modals, <i>may, could, might, a good chance, whatever happens</i> • Reason and Purpose, <i>in order to, so that, because, according to company policy...</i> • Verb + infinitive, <i>refuses to go, would like to help, would prefer to be sent</i> • About + passive gerund, <i>isn't happy about being asked, about being posted...</i> • Preference, <i>would prefer, would rather</i> • Vocabulary related to making decisions, <i>consider, decide, choose, the best/better choice, either/or, the better choice</i> • Giving facts and recommendations, deciding on a course of action, <i>So you won't consider Ed for the job? Let's see what he says, Well, if that's what he needs, I think we should....</i> 	<ul style="list-style-type: none"> • Students learn to express alternatives and give reasons for deciding on one course of action over another • Students learn to express different degrees of certainty in linking ideas and events • Students learn to express logical relationships so that they can participate in a decision making meeting • Students develop oral fluency and confidence to express more complex ideas in a business meeting situation. • This unit works well in parallel with <i>Functioning in Business</i>
<p>Unit 6 Planning Ahead Presentation X-2 Test Success X-2 Test Failure Question Practice w/SR Focus Exercises Grammar Fill-Ins w/SR Simulation 1 w/SR Meeting the Press w/SR Speech Practice w/SR Simulation 2 w/SR Tech English Quiz w/SR Speech Practice w/SR</p>	<ul style="list-style-type: none"> • Cause/effect, logical connection, <i>dependent on, depends on several factors, not unless, even if, if...then, whatever the outcome</i> • Conditional, <i>if the test is a success, sales will increase, a test failure would be bad, purchase orders would be canceled</i> • Degrees of certainty, modals, <i>will, may, could, might be postponed, a high probability, unlikely, a possibility</i> • Passives, modal + passive, <i>will be canceled, will have been phased out, would have to be postponed</i> • Clauses, <i>Production can't begin on time unless tomorrow's test is a success</i> • Qualifiers, <i>though, unless, even if, whether or not, not necessarily</i> • Making Suppositions, <i>Let's suppose that</i> Vocabulary related to making plans and hypothesizing, <i>what if...</i> 	<ul style="list-style-type: none"> • The language in Units 5 & 6 helps prepare students to participate in decision making and forecast analysis • Students learn to distinguish between likely and unlikely outcomes when making plans • Students learn to express degrees of certainty, probability, and confidence • Students learn to link together complex ideas based on causal relations • This unit works well with <i>New Dynamic English 4</i>
<p>Units and Lessons</p>	<p>Main Learning Points</p>	<p>Comments</p>

Scope and Sequence: *Functioning in Business*

Functioning in Business Units & Variations	Topics & Language Functions	Comments
Introduction	<ul style="list-style-type: none"> • Introduction of the story, main characters and companies. 	<ul style="list-style-type: none"> • This lesson parallels the first 2 units in <i>Dynamic Business English</i>.
Episode 1 Checking In Variation w/SR Bank Customer	<ul style="list-style-type: none"> • Blake checks in to a hotel • Language Functions: Confirming, Offering • Refusing, <i>I'm sorry, but..., I'm afraid...</i> • Requesting, <i>Could I, Can I, If you could do that, I'd really appreciate it</i> 	<ul style="list-style-type: none"> • Students learn how to make polite requests • Students learn how to confirm information
Episode 2 Making an Appointment Variation w/SR Making an Appointment	<ul style="list-style-type: none"> • Blake uses the telephone to make an appointment for an important meeting • Language Functions: Agreeing, Confirming, Greeting, Offering, Requesting, Suggesting, <i>I was wondering if we could get together...</i> • Telephone language: <i>I'd like to speak with, Webber Industries, May I help you?</i> 	<ul style="list-style-type: none"> • Students learn how to use polite telephone language • Students learn how to arrange and confirm a meeting • Students learn how to make a polite suggestion
Episode 3 Confirming Plans Variation w/SR Checking an Appointment	<ul style="list-style-type: none"> • Epstein checks the schedule and details of a meeting with his boss. • Language Functions: Confirming, Offering, Requesting, Suggesting • Disagreeing, Stalling, Closing a meeting, <i>Let's discuss it further tomorrow, I don't think that this is the best time, I understand your reservations, but...</i> 	<ul style="list-style-type: none"> • Students learn how to use talk to their boss • Students learn how to talk to their subordinates • Students learn how to be assertive, but polite
Episode 4 An Important Introduction Variation w/SR Introducing Yourself, Looking for Someone (continued)	<ul style="list-style-type: none"> • Epstein introduces his boss to a prospective business partner • Language Functions: Greeting, Introducing, Small talk • Interrupting, <i>Well, I hate to interrupt, I'm sorry to interrupt, but</i> • Social customs of introducing and handshakes, etc.. 	<ul style="list-style-type: none"> • Students learn how to handle an introduction in a business situation • Students learn how to manage a social situation in a polite way
Units and Variations	Topics & Language Functions	Comments

Scope and Sequence: *Functioning in Business*

Functioning in Business Units & Variations	Topics & Language Functions	Comments
Episode 5 A Business Lunch Variation w/SR Negotiating	<ul style="list-style-type: none"> • Epstein and his boss meet with a prospective business partner. They discuss problems and possible solutions. • Language Functions: Agreeing, Offering, Promising, Refusing, Confirming • Clarifying/Qualifying, <i>Let me clarify our position, Well, not exactly, It depends on...</i> 	<ul style="list-style-type: none"> • Students learn how to handle a business lunch • Students learn how to confirm and clarify problems in a polite way • Students learn how to qualify a statement to avoid misunderstanding
Episode 6 The Disagreement Variation w/SR Making a Choice	<ul style="list-style-type: none"> • Epstein and his boss, Ms Graham, have a different opinion. Ms Graham makes it clear that she doesn't intend to follow Epstein's recommendation. • Language Functions: Agreeing, Disagreeing, Recommending, Giving an Opinion 	<ul style="list-style-type: none"> • Students learn how to deal with a difference of opinion • Students learn to state the disadvantages and advantages of a decision.
Episode 7 Keeping in Touch Variation w/SR Making a Polite Refusal	<ul style="list-style-type: none"> • Epstein and Blake summarize the situation and agree to stay in touch. • Language Functions: Accepting, Expressing disappointment, Giving an Opinion, Inviting, Promising, Qualifying, Refusing, Requesting 	<ul style="list-style-type: none"> • Students learn how to build business relationships and network for the future
Episode 8 New Customer Variation w/SR Asking a Favor	<ul style="list-style-type: none"> • Blake has an appointment with a new company, but the person is not there, so he meets with someone else. • Language Functions: Accepting, Apologizing, Introducing, Requesting, Suggesting, Thanking 	<ul style="list-style-type: none"> • Students learn how to give and accept an apology. • Students learn how to reassure someone and make them comfortable before a meeting.
Episode 9 Negotiations Variation w/SR Different Endings	<ul style="list-style-type: none"> • Blake negotiates several points with a customer and makes commitments. • Language Functions: Accepting, Clarifying, Confirming, Offering, Promising, Requesting, Stalling, <i>I'll have to get back to you on that</i> 	<ul style="list-style-type: none"> • Students learn how to confirm, clarify, and check points in a negotiation.
Units and Variations	Topics & Language Functions	Comments

Scope and Sequence: *New Dynamic English 4, Modules 7 & 8*

NDE Module 7, Units	Main Learning Points	Comments
<p>1. Life Choices Harry's Accident Joan's Challenge Joe's Cafe Sandra's Dilemma Question Practice w/SR Focus on Conditionals</p>	<ul style="list-style-type: none"> • Conditionals: Contrary-to-fact, Present, and Future (<i>if, unless, had</i>) • Logical Relations between events (<i>because, even though, not unless, if, had to</i>) • Past Habitual (<i>used to, could, would</i>) • Cause/Effect Sequences and Relations • Modals (<i>will, would, might, could</i>) in conditionals • Necessity, <i>have to</i>, in Conditionals • Passives (<i>hadn't been injured</i>) • <i>Wh-</i> questions and making Conditionals. 	<ul style="list-style-type: none"> • Students learn to make predictions and suppositions based on real and contrary-to-fact conditions. • Develop language for decision making, linking events, and for giving reasons.
<p>2. Epidemic Our Changing Lives Fighting Infections The Adaptability of Life Preparing for Our Future Sentence Reordering</p>	<ul style="list-style-type: none"> • Classification and Exemplification (<i>such as, other kinds of, one type, another example</i>) • Present Perfect tense to express Result (<i>have made it easier</i>) • Potentiality and Past Ability (<i>can/could</i>) (<i>you can still live, an epidemic could...</i>) • Logical Relations and Sentence Connecting (<i>therefore, these, also, as a result, another</i>) • Adjective clauses (<i>which, that</i>) • Passives w/Perfect tenses, <i>be used</i>+infinitive 	<ul style="list-style-type: none"> • Students learn to listen for the main ideas or for specific information in a presentation. • Students learn how to link and organize sentences in a presentation. • Develops vocabulary related to health and other global issues.
<p>3. Space and Time Sequences Presentation Speaking Practice w/SR Space Game Time Game</p>	<ul style="list-style-type: none"> • Specification (<i>neither of them, on either side, one of them</i>) • Conditional Action (<i>not unless, if, so that</i>) and Problem Solving • Qualifiers <i>if, except for</i> • Past Perfect tense (<i>still hadn't arrived</i>) • Time Sequence (<i>by the time that, not until, when, while, as, adverb clauses, etc.</i>) 	<ul style="list-style-type: none"> • Students learn to follow instructions involving conditions and sequences. • Focuses on spatial relationships, time sequences, conditional action, and specification/exception. • Features click and drag games.
<p>4. Review Exercises Dictations Fill-Ins w/SR Speech Practice w/SR</p>	<ul style="list-style-type: none"> • Gap-filling and speech recognition exercises review grammar and vocabulary with a special emphasis on Conditionals. • Develops oral fluency and reading skills. 	<ul style="list-style-type: none"> • Reviews the language of Units 1-3, focusing on key points such as conditionals, verb tenses, and modals.
<p>5. Video Interactions w/SR Telephone for Business Telephone Invitation Interview with an Actor Dinner Conversation Hot Seats</p>	<ul style="list-style-type: none"> • Making Requests, Giving Advice, Speculating, and Using the Telephone for business. • Negative Questions (<i>can't you come</i>) and Tag Questions (<i>you can, can't you?</i>) • Students develop oral fluency through Speech Recognition activities. 	<ul style="list-style-type: none"> • Students learn how to make polite requests, suggestions, and refusals over the telephone and in a friendly conversation.

Scope and Sequence

NDE Module 8, Units	Main Learning Points	Comments
<p>1. The Secret Code Setting a Trap The Suspects The Investigation Guilty or Not Guilty? Focus Exercises</p>	<ul style="list-style-type: none"> • Adverb and Noun clauses (<i>that someone had gotten in, when the files were opened</i>) • Past Possibilities (<i>may have opened the drawer</i>) • Past Conditionals (<i>if she went to the office, she couldn't have...</i>) • Modals and Degrees of Certainty and Logical Necessity (<i>must have, could have, may have</i>) • Making Conditionals and Past Inferences 	<ul style="list-style-type: none"> • Students examine evidence and draw conclusions as they try to solve a mystery. • This Unit follows up Level IV:1(1) which also focuses on Conditionals. • Important language for problem-solving, and for giving reasons.
<p>2. Matrix Vocabulary Historical Figures A World Timeline News Events Great Accomplishments Regions of the World Matrix Game</p>	<ul style="list-style-type: none"> • Vocabulary related to global issues, history, trends and news events • Adjective, Adverb and Noun clauses (<i>She succeeded to the throne when she was 17 years old.</i>) • Adjective phrases (<i>Winner of the Nobel Peace Prize, Nelson Mandela...</i>) • Gerunds and Infinitives (<i>with some parts getting no rainfall, too hot for matter to exist</i>) 	<ul style="list-style-type: none"> • Extends vocabulary in subject areas necessary for academic and general studies. • Oral and written follow-up assignments build presentation skills.
<p>3. UFOs: For and Against Presentation For or Against? Drake's Equation Rulers and Clocks Sentence Reordering</p>	<ul style="list-style-type: none"> • Citing Evidence, Reason, and Argumentation (<i>according to, given the fact that, it has been well established...</i>) • Logical Necessity, Degrees of Certainty (<i>impossibility, unlikely, must accept the fact, not unreasonable, might have</i>) • Speculations, Implied Conditionals (<i>it would mean that..., they might have discovered</i>) • Qualification and Logical Connectors (<i>however, even if, this means, just, only, on the contrary, otherwise, as a result</i>) • Sentence Ordering and Pronoun Reference. (<i>it, this means, this, as a result, such a</i>) 	<ul style="list-style-type: none"> • Students learn to analyze an argument. • This innovative lesson focuses on the building of arguments and counter arguments. • Builds note-taking and summarization skills.
<p>4. Review Exercises Dictations Fill-Ins w/SR Speech Practice w/SR</p>	<ul style="list-style-type: none"> • Gap-filling and speech recognition exercises review grammar and vocabulary with an emphasis on Conditionals and Inferences. • Develops fluency and reading skills. 	<ul style="list-style-type: none"> • Reviews Units 1-3 and focuses on key points such as Conditionals, Verb Tenses, and Modals.
<p>5. Video Interactions w/SR Telephone for Business Friends on the Telephone UFO Interview Press Conference</p>	<ul style="list-style-type: none"> • Giving Advice, Speculating, and Use of the Telephone. • Implied conditionals 	<ul style="list-style-type: none"> • Provides a model for role-plays and for being interviewed.

Instructor's Guide

This guide provides content information about the *Business English Advantage Series* and is intended to assist teachers in integrating the courses and lessons into an overall teaching plan. For information about how to install the courses, the Records Manager, and the Placement Tests, please consult the *User's Guide*, the *Records Manager Guide*, and the *Placement Test Guide*. In the courseware, these documents are available in the Help Menu by clicking on *Documentation*.

Organization

This Instructor's Guide focuses on how to integrate and use the courses in the *Business English Advantage Series*. It provides an overview and general guidelines for program design, classroom use, and directing students who are using one or more the courses in the program. From this guide, you can also access the Instructor's Guides for the following courses in the program: *New Dynamic English*, *The Lost Secret*, *Dynamic Business English*, and *Functioning in Business*. Each guide contains detailed information about each unit, episode or lesson, including:

- *Language Content*: Topics, goals, and key *Learning Points*, with examples.
- *Classroom and Language Extension Activities*: Teaching suggestions and activities.
- *Key Sentences*: A partial transcript of the language of each lesson..
- *Focused Listening*: Listening and Follow-up Tasks that may be assigned as homework.
- *Practice Exercises*: Handouts that may be done as homework or in class.

Combining Classroom and Directed Study

The *Business English Advantage Series* has been used successfully in a wide variety of situations, both with extensive classroom/teacher support and in a self-study mode where students seldom see a teacher or participate in a classroom situation.

In general, students need the direction and support of a teacher. A classroom provides important opportunities to extend and reinforce the language provided in the courseware. It also allows students to make oral presentations and participate in group and pair work. These kinds of activities are important in language learning and help to motivate students to continue on a regular basis. Few students studying on their own are able to make significant progress, and most don't know how to use their time most effectively when studying a language. Just as for a music student or an athlete, some kind of coaching is necessary.

Another important point is that language study must be frequent and intensive to show results. The combination of classroom study with directed self-study organized around a well-designed syllabus provides, therefore, a most powerful and effective approach.

In an intensive program, students meet in a classroom situation several times a week and use the courseware for four or more hours per week, usually in sessions of 25~50 minutes at a time. In less intensive programs, a student might attend a class just once a week, or every other week, and use the courseware for an additional 3 or 4 hours per week. In both cases, classroom work and courseware should be coordinated so that a student's practice relates directly to classroom activities. Suggestions about how to do this for each unit or episode in each course are included in the Instructor's Guides for each course.

For very low-level students, shorter, more frequent sessions are particularly effective since they are so dependent on the language models provided for them and they can easily become exhausted. For these students, meeting in a class two or three times a week for 20~30 minutes, followed up by daily sessions on the computer of 25~40 minutes can be very effective. Frequent meetings with a teacher at this stage is important because so much material is new, including the sounds and basic patterns.

For higher-level students, classroom sessions and computer sessions can be longer. Students can handle much more language at a time because they have a foundation, and their language tasks can take much more time and allow for more creativity. Reading and writing assignments also become increasingly important. As a result, the frequency of classroom sessions can be less, but the length of a single class should be longer. Meeting once a week for an hour or an hour and a half, for example, can be effective if followed up by daily courseware sessions of 30~45 minutes and short reading/writing assignments based

on the courseware. Examples of these kinds of assignments are included in each of the Instructor's Guides for each course.

For students who are expected to work on their own, with little teacher or class contact, progress will be much slower. However, for motivated students, this program will provide them with the best chance to learn English in a reasonable amount of time, provided they study on a regular basis.

A particular strength of the *Business English Advantage Program* is that the variety of its courses and lesson types help students stay motivated, especially if the courses are used in parallel. This adds interest to every study session and allows the synergy of the courses to work. Even the hardest working student, however, can only make limited progress without the chance to personalize and extend the language models presented in the program, or practice giving actual presentations and interacting with others. If these opportunities exist in the workplace, then this difficulty can be overcome to some degree, but the guidance and feedback of a qualified teacher is highly recommended.

General Classroom Guidelines

The *Business English Advantage Series* has been used successfully in a wide variety of situations, both as the core material and as a powerful supplement. In more intensive programs, where a class is meeting several times a week and where the students can practice with and review the courseware for an hour or more per day, progress can be quite rapid, especially if the classroom work is coordinated with the practice sessions and where additional materials are used to extend the language with a reading and writing focus. In such a case, the use of multiple courses in parallel is highly recommended.

When used as the core material for a class, teachers may present and discuss portions of each lesson in class through use of a large monitor, and follow this up with pair practice, role-plays, and oral or written assignments that personalize and extend the lessons. Ideally, students should then work on each course individually, with frequent study sessions that move from comprehension to mastery and acquisition. Frequent review is essential.

In self-access learning centers, or when students need to use the courses in a self-study mode, it is important to provide both initial and periodic orientation to the students about how best to study a language, in particular stressing the importance of repetition and written follow-up. In addition, regular assignments and mastery-tests should be given to keep students focused and motivated. Whenever possible, students should meet with a teacher or in small groups so that they can make oral presentations or participate in role-plays. Written assignments are also useful in extending the language and building vocabulary.

DynEd's record-keeping program tracks student progress and details which lessons have been studied, for how long, and in what detail. It is important that these records be reviewed by the teacher to determine how thoroughly the students are going through each lesson, and in which sequence.

Directed Self-Study Guidelines

Effective and frequent practice is the key to language acquisition. Short, frequent sessions are generally more effective than infrequent sessions, however long, because of fatigue and other factors that lead to inattention, boredom and a passive state of mind. The greater the frequency, the less total time is required to move from one language level to another. Ideally, students should go through the lessons five or more times per week in 25~50 minute sessions each day. The key point is to stay focused, but in different ways, so that the learner's mind is alert and involved.

Students should also try not to rely on text support when starting a new lesson. Once the text is displayed, the listening process is *completely* changed. It is therefore essential that students not use the text support button until they have tried several times to listen to each sentence, since this is what they will encounter in real communication. This is especially difficult for students used to studying languages the traditional way, so it may be necessary to place them at a lower level at first if they find it too difficult. If they rely on text support, their listening comprehension will not develop as quickly.

The amount of time and effort required in a lesson varies, depending on level, language background, and whether the course is used as the main course or as a course supplement. However, the most effective way to go through a unit is to go through sections of the presentation lesson several times and in different ways. Generally, students should go through each section in the following ways:

- (1) Preview; where they gain an overview of the content, *without* looking at the text;
- (2) Comprehension, where they try to understand in increasing detail, first without looking at the text, and then using the text only verify their listening;
- (3) Study and Analysis, where they look at the text, check the glossary and generally try to understand the grammar and all vocabulary items;
- (4) Shadow & Record, where they say or paraphrase each sentence *without* using the text, *record* it and compare it with the model;
- (5) Review, where they go over the sentences that they have studied; and
- (6) Intermittent Review, where they periodically return to the lesson to check their mastery of the material.

It is generally better to work on the course material in small chunks spread out over several days, rather than spending a large amount of time on one day. For a class meeting once or twice a week, the time spent in class should be followed up by the students working on their own, three, four, or five times a week in 25-50 minute study sessions. In this way, the combination of classroom and self-study work will result in rapid progress.

One advantage of using two or more courses in parallel, such as *New Dynamic English* and *The Lost Secret* is that a 45-minute study session can be divided into 2 sessions of 20~25 minutes each. This keeps students effectively engaged for a longer period of time because the variety and change in focus help keep interest and motivation high. In each 45-minute session, students move in phases from *preview* to *comprehension* to *study/practice/record* to *review* to *intermittent review*, and then shift to the other course and repeat the same sequence. By alternating between these practice phases, the students avoid exhaustion and fatigue, and are refreshed by the change in activity type and degree of concentration. Another important advantage of using courses in parallel is that each course provides additional review and extension of the target language in the other course. This synergy between courses reduces the total study time which would be required if each course were used separately.

Classroom Preparation and Follow-up

Before assigning lessons for self-study, it is useful to prepare students with pre-listening activities. These are listed in the Instructor's Guides for each course. For example, before beginning the Unit on the life of Albert Einstein, (NDE Module 4, Unit 3), which focuses both on the events in his life and the past tense, the teacher may ask students to name some famous people or scientists and to say what they did. The teacher can then present orally some of the sentences that the students will encounter in the Unit, for example by focusing on one or two of the *Learning Points* which are listed for each Unit. These points can be written on the board and discussed, and students can practice saying sample sentences or create their own examples. The amount of classroom time taken to do this varies, but it is time well spent in preparing students for intensive work on their own in the lab or at home. For story-based courses such as

The Lost Secret and *Functioning in Business*, having students summarize and explain various points in the story is a useful, enjoyable activity that works especially well, especially in contrast to the more linguistic focus of their companion courses.

After finishing a lesson, it is important to review. Students should be able to ask and answer general comprehension questions about the lesson, and should be able to give a short oral or written summary of the lesson with relative ease.

Once a lesson or section of a lesson has been reviewed, the next step is to personalize and extend the language. In the Job History Unit in *Dynamic Business English*, for example, students should be asked to prepare an oral or written report about their own job history, or the job history of a famous person. In this way, the language from the lesson becomes the basis for real communication about information that really matters to the student. Suggestions for how to do this for each course are included in the Teacher's Guide for that course.

Follow-up Tasks and Extension Assignments

Follow-up tasks and assignments may be oral or written and are extremely important for the active involvement of the students and for the overall success of the course. They may involve the whole class, small groups, pairs or individual students, depending upon the classroom situation and the level and needs of the students. Suggestions are in the Instructor's Guides for each course.

The use of follow-up tasks varies. For a low-level class, for example, the teacher may do some of the tasks in class, such as having the class repeat basic sentences from a lesson, first as a class, and then in pairs. At a slightly higher level, the class might instead draw on the collective memory of the class to reconstruct the information in the lesson and answer comprehension questions about the material and the characters or companies involved. The *Key Sentences* summaries are useful for developing additional questions and example sentences for in-class focus and also for testing purposes. Key facts, names, dates, or even simple pictures can then be put on the board to serve as a basis for classroom discussion. (If the school has an over-size monitor or projector connected to a computer, individual screens from the program itself can be used for this purpose.) Students can then work in pairs to practice presenting the information, with students taking turns asking and then answering questions.

Small group and paired practice generally works best when the time allowed is five minutes or less. If more time is needed, have students switch groups or partners to keep things moving. When they feel secure, they can present to a larger group or to the entire class.

At higher levels, tasks and assignments can be longer and more complex. Supplementary materials and reading materials are highly recommended as a way to develop additional vocabulary. In class, have students paraphrase and explain the content of a lesson or parts of a lesson. For example, the teacher may say or play a complex sentence from a lesson, and ask: "What's another way of saying this?" or "What does this mean?" or "Is that an argument for or against?" Not only is this difficult, but it ensures that students fully understand the meaning and syntax of the language in the lessons. If these kinds of activities are done in class, it encourages students to focus on the meaning and syntax at a deeper level when they are using the courseware on their own. Processing the language in this way helps to input the language so that it is acquired.

Practice Exercises

The written *Practice Exercises* included in the Instructors Guides for each course are designed to serve as written reinforcement. These exercises help students focus on and remember the key language structures and vocabulary that have been introduced. They are short and simple to do, and should be done quickly. 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 *Practice 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, based on the language extension work done in class. Instead of asking *Wh*-questions about the characters in the courseware, for example, students may ask about each other or about characters in the news.

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, including how to install and start each course, please consult the *User's Guide* and the *Records Manager Guide*.

The DynEd Control Bar

The Control Bar is always active on screen when students are using a DynEd course and allows students to use comprehension aids and study tools at any time. The Control Bar displays the following buttons:



Click on the **Exit** button to exit a lesson or to return to a menu at any time.



Click on the **Pause** button to pause the program at any time. When the program is paused, this button becomes the **Play** button. To take the program off pause, click on the **Play** button.

Click on the **Repeat** button to hear a sentence repeated. Students should be encouraged to listen several times to each sentence and to speak along with the program. Since clicking on the **Repeat** button automatically pauses the program, students can give themselves more time to answer a question by using the **Repeat** button. To take the program off pause, click on the flashing **Play** button.



Click on the **ABC** button to see the written *text* of each sentence and to access the *Glossary*. Generally, students should bring up the text only when they are having difficulty understanding what is said or when they are ready to study the vocabulary or grammar of the sentence. Please note that in some lessons, such as the Dictations, the ABC button is disabled.



Glossary: Once the text is displayed, students can click on *highlighted words* to get help or additional information and examples from glossary screens. In bilingual versions of the courses, these screens often provide translations as well as grammatical information and example sentences. The Glossary can also be accessed from the Options pull-down menu.



Bilingual versions of some courses include a **Translation** button. This helps reduce frustration and ensures comprehension, especially at the beginning level. As students study, they will find it less and less necessary to use the translation function.

Click on the **Speech Record** button to record your voice and *again* to stop the recording. Then click on the **Speech Playback** button to listen to the recording. Students can compare their voices with the model by using the ABC button or the Repeat button. This feature gives students the opportunity to improve their pronunciation, intonation, and fluency, while developing their listening skills and language awareness.



Click on
hear a



the **Rewind** button to go back in the program one frame at a time, for example to previous sentence.



The **Fast-Forward** button allows students to move ahead in the program one frame at a time. When it is used, the text is displayed for each sentence. Please note that students may not fast-forward through an exercise or comprehension question. The program will pause until the question is answered.

Pull-Down Menus

The DynEd pull-down menus are at the top of your screen: *Options*, *Speech*, and *Help*. The Options pull-down menu allows you to see the Student Records, access the Glossary, and change Level settings (volume, and pause length). The Speech pull-down menu gives instructions for using Speech Recognition. The Help pull-down menus provide access to Documentation (*Study Guides* and *User's Guide*) and Help Screens, which provide instructions for how to do each lesson.

Study Records

The Study Records indicate the total amount of time a student has spent in each lesson, the completion percentage, scores, and shuffler levels for each study session. The Study Records are stored either on the hard disk, on the network, or on the Internet. Teachers can access the Study Records through the *Records Manager*.

Glossary

The Glossary provides an alphabetical list of the glossary screens available for each course. The Glossary can be accessed through the Pull-Down menu or 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 sentences. A longer pause gives students more time to process the sounds they have just heard and to access comprehension aids (repeat, record, 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 pull-down menu at the top of the screen. Detailed instructions are also available in the Study Guides.

Help Screens

The Help screens and on-line *Documentation* 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.

Records Manager

DynEd's *Records Manager* is an award-winning 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*, which can be accessed by clicking on the DynEd Documentation icon or in the Help pull-down menu at the top of the screen in any course.

Documentation

The *User's Guide*, *Records Manager Guide*, *Placement Test Guide*, and other documentation are available as on-line PDF documents. Click on the DynEd Documentation icon or go to the pull-down Help menu in any course and click on Documentation to access these documents. Updated versions are available at DynEd's web site, www.dyned.com.

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:

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

Verb markers can be used individually, or they can be used together to make new verb forms. For example, if we apply marker 1, *V(d)*, to the verb *eat*, we get: He *ate* dinner. If we apply marker 4, *be+V(ing)*, we get: He *is eating* dinner. If we 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)

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

Verb Markers

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

Index

Notation:

Within each column, the following notation is used to differentiate which Module and Unit is being referred to in each course.

NDE 1,2	NDE, Modules 1 & 2
NDE 8; FIB 2,3	NDE Module 8; and Functioning in Business, Episodes 2 & 3
TLS 1	The Lost Secret, Episode 1
DBE 2	Dynamic Business English, Unit 2
EBN 3	English by the Numbers, Unit 3

Sequencing: Generally sentences become longer and more complex throughout the series. The index indicates which Modules in each course contain a good examples of the listed concepts, topics, or structures. Then check the [Scope and Sequence](#) for the specified Module, Episode or Unit in each course.

-A-

<i>a/an/the</i>	see Articles
Ability	NDE 2; TLS 1
Accepting	FIB 7, 8, 9
Accomplishments	NDE 8; DBE 2
Adjectives good, high, low, busy	NDE 1, 2
Adjective clauses/phrases which was made in 1920	NDE 2, 6, 7, 8; DBE 3
Adverb clauses/phrases when flowers bloom	NDE 2, 3, 4, 5, 6, 8
Adverbs of frequency always, sometimes	NDE 2, 3, 6
Adverbs of manner well, badly, a little	NDE 2
Advice, giving	NDE 7, FIB
after + V(ing) after arriving/leaving.....	NDE 2, 5, 6
ago: ten years ago	NDE 3, 5, 6; TLS 4
Age	NDE 1, 2, 6
Agent (by) killed by acid rain	NDE 3, 6
Agreement	FIB 2, 6
already	NDE 5
Amount some, many, few, none, a lot, not any	NDE 1, 2, 3, 4, 5, 6; DBE 3, 4
any	NDE 1, 5, 6
Apologies	TLS 9, FIB 8
Appointment, making an	NDE 1, 4; TLS 2; FIB 2
Appositives	see Adjective phrases
Approximation about/approximately/just over	NDE 6
Area	NDE 6
Argumentation	NDE 8; FIB
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- B -

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<i>before</i> has been there before	NDE 3
<i>by</i> :	
(means): by bus, by train	NDE 2, 3
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- C -

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- D -

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- E -

<i>either/neither</i>	NDE 6, 7
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- F -

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- G -

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- H -

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- I J K -

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<i>it is + adjective + to:</i> it is important to get.....	NDE 4, 6
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- L -

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- M -

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- N -

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- O -

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- P -

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- Q -

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- R -

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- S -

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- T -

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- U -

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- V -

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- W -

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- X Y Z -

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