

DynEd International, Inc.

Course: New Dynamic English

Alignment: International TESOL Standards

General Description:	<i>New Dynamic English</i> is a multimedia course for beginning through advanced-level students of spoken English. Created by experienced teachers and based on classroom-proven instructional strategies, <i>New Dynamic English</i> maximizes the effectiveness of multimedia by focusing on the key skill necessary to acquire language: listening.
Proficiency Level:	Beginning through advanced
Course Description:	<i>New Dynamic English</i> is a four-part series for beginning through advanced-level students of spoken English. Each level of the course is based on short presentations in context, followed up by a variety of exercises that focus on grammar, oral fluency development, reading and writing.
Computer-based Tools:	Speech Recognition, Glossary, On-screen Text, Help, Translation (for some languages)
Teacher Tools:	<i>Records Manager</i> allows teachers to monitor individual and class learning and suggests remediation.
Assessment:	DynEd General <i>Placement Test</i> , Records Manager, Score-based quizzes, computer-based prompting/feedback, Mastery Tests
Teacher Materials:	Instructor's Guide

DynEd International, Inc.

Course: New Dynamic English

Alignment: International TESOL Standards

Goal 1: To use English to communicate in social settings

Below are general descriptions for each of the skill areas for students achieving Goal 1, Standards 1-3.

Goal 1: Standard 1: To use English to communicate in social settings:
Students will use English to participate in social interactions

Descriptors	<i>New Dynamic English</i>
- sharing and requesting information	Module 1, Unit 1: Students learn to give and elicit basic information about themselves and others.
- expressing needs, feelings, and ideas	Module 3, Unit 2: Students learn to express basic needs, energy, food, water, our relationship to the environment, pollution, and the conditions for life to exist.
- using nonverbal communication in social interactions	All Units: Interaction with audio and visual cues
- getting personal needs met	Module 2, Unit 1: Students learn how to ask and answer questions about their daily routines. Module 4, Unit 2: Things to Eat, Things to Drink, Students learn to describe things they like and how to express their preferences.
- engaging in conversations	All Units: Dialogue
- conducting transactions	Module 4, Unit 5: Students learn to use the telephone for simple business transactions. Module 6, Unit 3: Students learn to ask information questions and make different kinds of comparisons, such as for product comparison.

Goal 1: Standard 2: To use English to communicate in social settings:
Students will interact in, through, and with spoken and written English for personal expression and enjoyment

DynEd International, Inc.

Course: New Dynamic English

Alignment: International TESOL Standards

Descriptors	<i>New Dynamic English</i>
- describing, reading about or participating in a favorite activity	Module 2, Unit 3: Presents an interview about favorite foods, sports, hobbies and other interests. Module 4, Unit 2: Students learn to describe things they like.
- sharing social and cultural traditions and values	Module 2, Unit 1: Students learn how to ask and answer questions about their daily routines. Module 4, Unit 3: Students learn to talk about their life history, important dates and periods.
- expressing personal needs, feelings and ideas	Module 1, Unit 1: Students learn to give and elicit basic information about themselves and others. Module 2, Unit 3: Students learn to express personal preferences and abilities. Module 6, Unit 1: Students learn to talk about their past experiences and hopes for the future. Module 6, Unit 2: Feelings
- participating in popular culture	Module 2, Unit 1: Focuses on specific times, frequency, and duration of habitual activities that make up daily life. Module 2, Unit 3: Presents an interview about favorite foods, sports, hobbies and other interests.

Goal 1: Standard 3: To use English to communicate in social settings:
Students will use learning strategies to extend their communicative competence

Descriptors	<i>New Dynamic English</i>
- testing hypotheses about language	All Units: Practice Exercises, Review Exercises, Mastery Tests, Voice-record/playback
- listening to and imitating how others use English	All Units: Interaction with audio and visual cues, Voice-record/playback
- exploring alternative ways of saying things	All Units: Voice-record/playback See Instructor’s Guide: “As a student answers questions and

DynEd International, Inc.

Course: New Dynamic English

Alignment: International TESOL Standards

	<p>completes activities, the “Shuffler Level” rises or falls, and the computer adjusts the depth of difficulty of the lesson accordingly. Additional sentences, more vocabulary and more difficult comprehension questions...are introduced.” p. 6</p>
- focusing attention selectively	<p>All Units: Interaction with audio and visual cues, On-screen text, Voice-record/playback</p>
- seeking support and feedback from others	<p>Module 1, Unit 1: Students learn to give and elicit basic information about themselves and others. Module 6, Unit 3: Students learn to ask information questions and make different kinds of comparisons, such as for product comparison. Module 7, Unit 5: Students learn how to make polite requests, suggestions and refusals over the telephone and in a friendly conversation.</p>
- comparing nonverbal and verbal cues	<p>All Units: Interaction with audio and visual cues</p>
- self-monitoring and self-evaluating language development	<p>All Units: Practice Exercises, Review Exercises, Mastery Tests, Voice-record/playback</p>
- using the primary language to ask for clarification	<p>All Units: Translation (in bi-lingual versions)</p>
- learning and using language “chunks”	<p>All Units: Interaction with audio cues, Voice-record/playback, On-screen text</p>
- selecting different media to help understand language	<p>All Units: On-screen text, Translation, Voice-record/playback See Instructor’s Guide: Classroom and Language Extension Activities.</p>
- practicing new language	<p>All Units: Interaction with audio and visual cues, Voice-record/playback Module 1, Unit 5: Provides a model for role-plays</p>
- using context to construct meaning	<p>All Units: Interaction with audio and</p>

DynEd International, Inc.

Course: New Dynamic English

Alignment: International TESOL Standards

	<p>visual cues Module 3, Unit 3: The Spatial Relations lesson focuses on how to describe how objects are arranged in relationship to each other.</p>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------

Goal 2: To use English to achieve academically in all content areas

Below are general descriptions for each of the skill areas for students achieving Goal 2, Standards 1-3.

Goal 2: Standard 1: To use English to achieve academically in all content areas:
 Students will use English to interact in the classroom

Descriptors	<i>New Dynamic English</i>
- following oral and written directions, implicit and explicit	<p>All Units: Interaction with audio and visual cues. Module 5, Unit 3: Prepares students for giving and following directions. Module 7, Unit 3: Students learn to follow instructions involving conditions and sequences.</p>
- requesting and providing clarification	<p>Module 1, Unit 1: Students learn to give and elicit basic information about themselves and others. Module 1, Unit 2: Students learn to ask and answer basic questions about each other in an interview format. Module 4, Unit 1: Students learn how to give reasons for their choices. Module 6, Unit 3: Students learn to ask information questions and make different kinds of comparisons, such as for product comparison.</p>
- participating in full class, group, and pair discussions	See Instructor’s Guide: Classroom and Language Extension Activities
- asking and answering questions	Module 1, Unit 1: Students learn to give and elicit basic information about themselves and others.
- requesting information and assistance	Module 1, Unit 1: Students learn to give and elicit basic information

DynEd International, Inc.

Course: New Dynamic English

Alignment: International TESOL Standards

	<p>about themselves and others. Module 5, Unit 3: Prepares Students for giving and following directions.</p>
<p>- negotiating and managing interaction to accomplish tasks</p>	<p>Module 4, Unit 5: Students learn to use the telephone for simple business transactions. Module 7, Unit 5: Students learn how to make polite requests, suggestions, and refusals over the telephone and in a friendly conversation. Module 8, Unit 3: This innovative lesson focuses on the building of arguments and counter arguments.</p>
<p>- explaining actions</p>	<p>Module 2, Unit 1: Students learn how to answer questions about their daily routines. Module 2, Unit 3: What Can You Do? Students learn to express personal preferences and abilities. Presents an interview about favorite foods, sports, hobbies and other interests. Module 7, Unit 1: Develop language for decision making, linking events, and for giving reasons.</p>
<p>- elaborating and extending other people's ideas and words</p>	<p>Module 7, Unit 1: 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>
<p>- expressing likes, dislikes, and needs</p>	<p>Module 2, Unit 3: Likes and Dislikes Module 3, Unit 2: Students learn to express basic needs, energy, food, water, our relationship to the environment, pollution, and the conditions for life to exist. Module 4, Unit 2: Students learn to describe things they like.</p>

DynEd International, Inc.

Course: New Dynamic English

Alignment: International TESOL Standards

Goal 2: Standard 2: To use English to achieve academically in all content areas:

Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form

Descriptors	<i>New Dynamic English</i>
<ul style="list-style-type: none"> - comparing and contrasting information 	<p>Module 6, Unit 1: This Unit contrasts the lives of three characters. Module 6, Unit 3: Students learn to ask information questions and make different kinds of comparisons, such as for product comparison. People, products, and places are contrasted.</p>
<ul style="list-style-type: none"> - persuading, arguing, negotiating, evaluating, and justifying 	<p>Module 6, Unit 3: Students learn to ask information questions and make different kinds of comparisons, such as for product comparison. People, products, and places are contrasted. Module 6, Unit 5: Students learn how to solve problems over the phone. Module 7, Unit 1: 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. Module 7, Unit 5: Students learn how to make polite requests, suggestions, and refusals over the telephone and in a friendly conversation. Module 8, Unit 3: This innovative lesson focuses on the building of arguments and counter arguments.</p>
<ul style="list-style-type: none"> - listening to, speaking, reading, and writing about subject matter information 	<p>All Units: Interaction with audio and visual cues, Voice-record/playback, On-screen text. Module 7, Unit 2: Students learn to listen for the main ideas or for specific information in a presentation. Module 8, Unit 3: Builds note-</p>

DynEd International, Inc.

Course: New Dynamic English

Alignment: International TESOL Standards

	taking and summarization skills.
- gathering information orally and in writing	<p>Module 7, Unit 2: Students learn to listen for the main ideas or for specific information in a presentation.</p> <p>Module 8, Unit 2: Oral and written follow-up assignments build presentation skills.</p> <p>Module 8, unit 3: Builds note-taking and summarization skills.</p>
- retelling information	<p>Module 1, Unit 1: Students learn to give and elicit basic information about themselves and others.</p> <p>Module 4, Unit 3: Students learn to talk about their life history, important dates, and periods.</p> <p>Module 8, Unit 2: Oral and written follow-up assignments build presentation skills.</p>
- selecting, connecting, and explaining information	<p>Module 4, Unit 1: Students learn how to give reasons for their choices.</p> <p>Module 5, Unit 3: Prepares students for giving and following directions.</p> <p>Module 7, Unit 1: Develop language for decision-making, linking events, and for giving reasons.</p> <p>Module 8, Unit 1: Students examine evidence and draw conclusions as they try to solve a mystery.</p> <p>Module 8, Unit 2: Oral and written follow-up assignments build presentation skills.</p>
- analyzing, synthesizing, and inferring from information	<p>Module 3, Unit 3: Locations: City Quiz, The Spatial Relations lesson focuses on how to describe how objects are arranged in relationship to each other.</p> <p>Module 6, Unit 3: Students learn to ask information questions and make different kinds of comparisons, such as for product comparison.</p> <p>Module 7, Unit 1: Students learn to</p>

DynEd International, Inc.

Course: New Dynamic English

Alignment: International TESOL Standards

	<p>make predictions and suppositions based on real and contrary-to-fact conditions. Develop language for decision-making, linking events, and for giving reasons.</p> <p>Module 7, Unit 3: Focuses on spatial relationships, time sequences, conditional action, and specification/exception.</p> <p>Module 8, Unit 1: Students examine evidence and draw conclusions as they try to solve a mystery.</p>
<ul style="list-style-type: none"> - responding to the work of peers and others 	<p>Module 7, Unit 2: Students learn to listen for the main ideas or for specific information in a presentation.</p> <p>Module 7, Unit 5: Students learn how to make polite requests, suggestions, and refusals over the telephone and in friendly conversation.</p>
<ul style="list-style-type: none"> - representing information visually and interpreting information presented visually 	<p>Module 3, Unit 3: Locations: The Spatial Relations lesson focuses on how to describe how objects are arranged in relationship to each other.</p> <p>Module 5, Unit 3: Directions, Spatial Relations</p> <p>Module 8, Unit 2: Oral and written follow-up assignments build presentation skills.</p>
<ul style="list-style-type: none"> - hypothesizing and predicting 	<p>Module 3, Unit 1: Students learn to give and elicit basic information about their daily routines, in the past, present, and future.</p> <p>Module 7, Unit 1: Students learn to make predictions and suppositions based on real and contrary-to-fact conditions.</p> <p>Module 8, Unit 1: Students examine evidence and draw conclusions as they try to solve a mystery.</p>

DynEd International, Inc.

Course: New Dynamic English

Alignment: International TESOL Standards

<ul style="list-style-type: none"> - formulating and asking questions 	<p>Module 1, Unit 1: Students learn to give and elicit basic information about themselves and others. Module 1, Unit 2: Students learn to ask and answer basic questions about each other in an interview format.</p>
<ul style="list-style-type: none"> - understanding and producing technical vocabulary and text features according to content area 	<p>All Units: Each level of the course is built around listening comprehension activities based on short presentations in context, followed up by a variety of exercises that focus on grammar, oral fluency development, reading and writing.</p>
<ul style="list-style-type: none"> - demonstrating knowledge through application in a variety of contexts 	<p>All Units: Interaction with audio and visual cues, On-screen text, Mastery Tests, Quizzes, Review Exercises. See Instructor’s Guide: Combining Classroom and Directed Study, p. 16</p>

Goal 2: Standard 3: To use English to achieve academically in all content areas:
 Students will use appropriate learning strategies to construct and apply academic knowledge.

Descriptors	<i>New Dynamic English</i>
<ul style="list-style-type: none"> - focusing attention selectively 	<p>All Units: Interaction with audio and visual cues, On-screen text, Voice-record/playback, Mastery Tests, Help Screens, and an on-line Study Guide help students focus on key points.</p>
<ul style="list-style-type: none"> - applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing texts 	<p>All Units: On-screen text, Help Screens, On-line Study Guide</p>
<ul style="list-style-type: none"> - using context to construct meaning 	<p>All Units: Interaction with audio and visual cues Module 3, Unit 3: Locations: The Spatial Relations lesson focuses on how to describe how objects are arranged in relationship to each other. Module 7, Unit 1: Students learn to make predictions and suppositions based on real and contrary-to-fact conditions.</p>

DynEd International, Inc.

Course: New Dynamic English

Alignment: International TESOL Standards

- taking notes to record important information and aid one's own learning	Module 8, Unit 3: Builds note-taking and summarization skills.
- applying self-monitoring and self-corrective strategies to build and expand a knowledge base	All Units: Voice-record/playback, Mastery Tests, Review Exercises, Quizzes
- determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study)	All Units: Mastery Tests, Help Screens, and an on-line Study Guide help students focus on key points. See Instructor's Guide: Combining Classroom and Directed Study, p. 16
- planning how and when to use cognitive strategies and applying them appropriately to a learning task	All Units: Mastery Tests, Review Exercises, Help Screens, and an on-line Study Guide help students focus on key points.
- actively connecting new information to information previously learned	All Units: The language at each level has been carefully chosen to extend and reinforce previous lessons.
- evaluating one's own success in a completed learning task	All Units: Voice-record/playback, Mastery Tests, Review Exercises, Quizzes
- recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members)	Module 1, Unit 2: Students learn to ask and answer basic questions about each other in an interview format. Module 5, Unit 3: Prepares students for giving and following directions. Module 6, Unit 5: Students learn how to solve problems over the telephone.
- imitating the behaviors of native English speakers to complete tasks successfully	All Units: Interaction with audio and visual cues, Voice-record/playback Module 6, Unit 5: Students learn how to solve problems over the telephone, Provides models for role-plays and interviews. Module 8, Unit 1: Important language for problem solving, and for giving reasons.
- knowing when to use native language resources (human and material) to promote understanding	All Units: Translation (in bi-lingual versions)

DynEd International, Inc.

Course: New Dynamic English

Alignment: International TESOL Standards

Goal 3: To use English in socially and culturally appropriate ways

Below are general descriptions for each of the skill areas for students achieving Goal 3, Standards 1-3.

Goal 3: Standard 1: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting

Descriptors	<i>New Dynamic English</i>
- using the appropriate degree of formality with different audiences and settings	All Units: Interaction with audio and visual cues. Module 1, Unit 2: Students learn to ask and answer basic questions about each other in an interview format. Module 2, Unit 5: Presents language useful for making an appointment, suggestions, and using the telephone for business. Module 7, Unit 5: Students learn how to make polite requests, suggestions, and refusals over the telephone and in a friendly conversation.
- recognizing and using standard English and vernacular dialects appropriately	All Units: Interaction with audio cues, Voice-record/playback
- using a variety of writing styles appropriate for different audiences, purposes, and settings	Module 8, Unit 3: Builds note-taking and summarization skills. See Instructor’s Guide: General Classroom Guidelines, “Written assignments are also useful in extending the language and building vocabulary.” p. 17
- responding to and using slang appropriately	
- responding to and using idioms appropriately	All Units: Interaction with audio and visual cues.
- responding to and using humor appropriately	
- determining when it is appropriate to use a language other than English	All Units: Translation (in bi-lingual versions)
- determining appropriate topics for	All Units: Interaction with audio and

DynEd International, Inc.

Course: New Dynamic English

Alignment: International TESOL Standards

interaction	visual cues. See Instructor's Guide : Course Content, pp. 3-7
-------------	-------------------------------------------------------------------------

Goal 3: Standard 2: To use English in socially and culturally appropriate ways:
Students will use nonverbal communication appropriate to audience, purpose, and setting

Descriptors	<i>New Dynamic English</i>
- interpreting and responding appropriately to nonverbal cues and body language	All Units: Interaction with visual cues
- demonstrating knowledge of acceptable nonverbal classroom behaviors	All Units: Interaction with visual cues Module 2, Unit 5: Provides models for classroom role-play and interviews. Module 8, Unit 2: Oral and written follow-up assignments build presentation skills. See Instructor's Guide : Classroom and Language Extension Activities
- using acceptable tone, volume, stress, and intonation, in various social settings	All Units: Voice-record/playback, Interaction with audio and visual cues.
- recognizing and adjusting behavior in response to nonverbal cues	All Units: Interaction with visual cues See Instructor's Guide : Classroom and Language Extension Activities

Goal 3: Standard 3: To use English in socially and culturally appropriate ways:
Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence

Descriptors	<i>New Dynamic English</i>
- observing and modeling how others speak and behave in a particular situation or setting	All Units: Interaction with audio and visual cues, Voice-record/playback
- experimenting with variations of language in social and academic settings	All Units: Interaction with audio and visual cues, Voice-record/playback See Instructor's Guide : Classroom and Language Extension Activities
- seeking information about appropriate language use and behavior	All Units: Mastery Tests, Help Screens, Quizzes, Voice-

DynEd International, Inc.

Course: New Dynamic English

Alignment: International TESOL Standards

	record/playback, Interaction with audio and visual cues
- self-monitoring and self-evaluating language use according to setting and audience	All Units: Mastery Tests, Quizzes, Review Exercises, Voice-record/playback
- analyzing the social context to determine appropriate language use	All Units: Interaction with audio and visual cues. Module 4, Unit 5: Students learn to use the telephone for simple business transactions. Module 7, Unit 5: Students learn how to make polite requests, suggestions, and refusals over the telephone and in a friendly conversation.
- rehearsing variations for language in different social and academic settings	All Units: Voice-record/playback, role-plays and interviews
- deciding when use of slang is appropriate	