

WORDSMART

Vocabulary-Building System **Teacher's Guide**

Words are the instruments by means of which men
and women grasp the thoughts of others and with which
they do much of their own thinking.

They are the tools of thought.

— *Johnson O'Connor*

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INTRODUCTION

THIS TEACHER'S GUIDE will help get you started with the WordSmart software solution for personal classroom vocabulary training.

WHAT IS WORDSMART

WordSmart is the most advanced vocabulary development software program of its kind; it has become the best-selling solution for thousands of students, professionals, and individuals interested in improving their verbal skills.

Developed especially for schools, the WordSmart system includes numerous special features optimized for the academic environment. The WordSmart system was created on audio-tape in 1986, later formatted to floppy-disk, and finally culminating in the definitive solution for modern users. Now a 10 CD-ROM series of over six gigabytes of data, WordSmart incorporates effective multimedia learning enhancements that appeal to all students of vocabulary, from 4th grade through postgraduate level.

This 10 CD-ROM series contains all volumes of the WordSmart CD-ROMs, conveniently preloaded on the server for an integrated, seamless series of lessons. It allows your students to use WordSmart on their own, guided completely by the program—unless you preset lessons, levels, and other options.

When you prefer the self-guided mode, you're assured accurate pre- and post-testing as an intrinsic part of the program. Student Progress Reports are based on state-specific Language Arts and vocabulary requirements, as well as to the SAT and SAT-9 standardized tests. In the self-guided mode, students' ideal starting level is determined by the WordSmart diagnostic.

At all times, every student's progress is individually tracked, regardless of the number using the program. The evident benefit for you and students is that, when students return for the next lesson, they start where they left off because the program "remembers" their last lesson.

You can easily gauge their progress and print out individual scores and diplomas at any time. The graphing feature gives a clear indication of a student's progress. It also includes the predicted corresponding SAT score at the various levels to make the WordSmart system, a valuable tool in assessing a student's preparedness for the test.

Further, WordSmart gives you full control of the vocabulary curriculum. You can intervene at any time to select where a student starts or which volumes are available to them.

The WordSmart system is so effective because it is based on the exhaustive efforts of the Johnson O'Connor Research Foundation, Inc. For more than 70 years, the Foundation has tested over a million people and their vocabulary levels to determine how words contributed to academic success, how that success was measured in real life, and how to determine the ideal method for building vocabulary. One hundred eight difficulty levels of vocabulary have been researched by the Foundation to determine the most efficient learning method.

The results of the Foundation's decades-long vocabulary inquiries and analyses are embodied in this software solution.

As an aid to reading, writing, and verbal comprehension, WordSmart is unparalleled in its ease of use. Most of all, its versatility and efficiency provide a proven method to contribute to your students' acquisition of a powerful vocabulary—the best single determinant of academic achievement and success in life.

BENEFITS TO EDUCATORS

WordSmart does the following for you as a teacher:

- ◆ It gives you full control of your vocabulary curriculum, letting you take full charge of the study or allowing automatic learning
- ◆ It adapts to your needs, allowing you to individualize vocabulary instruction
- ◆ It fulfills most state's standards for Language Arts-Vocabulary
- ◆ It delivers an attractive, fully interactive package of multimedia instruction based on decades of intensive vocabulary research

A readily apparent strength of the WordSmart system is its combination of five different multimedia learning approaches, or modes. These learning modes assure that students' new knowledge is retained, and thus improve SAT-9, SAT, ACT, GRE, and other standardized test scores. As the system involves all the senses, it becomes easier for students to learn, retain, and progress. Importantly, it also makes them *want* to learn because they receive immediate feedback and can see real progress.

INDIVIDUALIZED INSTRUCTION

Students are, of course, individuals with varying abilities. You may have 30 students in your class, all at different learning levels. Teaching them can be difficult. WordSmart is a tool that will help you connect to students at all levels; it can help you reach each student personally.

BENEFITS TO STUDENTS

WordSmart does the following for your students:

- ◆ It increases their vocabulary immediately
- ◆ It builds their confidence as they see their progress
- ◆ It prepares them for standardized tests
- ◆ It prepares them for the academic challenges that lie ahead

REWARDING AND APPEALING

With WordSmart, students can learn new words at their own pace with little fear of criticism or failure. Most are motivated, and they feel empowered to take charge of their

learning. Within the Audio Discussions, they learn not just the Core Words, but related words and their histories, and how to avoid common mistakes. The combination of learning methods—involving all the senses and instant feedback, plus a Laser Review game mode—keeps them motivated to return for more.

THE JOHNSON O'CONNOR

RESEARCH FOUNDATION

The Johnson O'Connor Foundation was founded in the early 1920s as an institute that tested people's innate abilities and aptitudes. The president of the foundation, Johnson O'Connor soon found that an acquired trait seemed to be more important than any aptitude. He proved conclusively that a powerful vocabulary is directly linked to success in school; indeed, he found that vocabulary is directly linked to professional and personal success in life as well.

Johnson O'Connor became well known to the public as the father of aptitude testing. Nonetheless, his findings on vocabulary, backed by a huge body of research, are what have led to the most effective method ever of improving vocabulary, and by extension to directly promoting academic and professional success.

O'CONNOR BIOGRAPHY

O'Connor received a philosophy degree from Harvard and began his first job working for an astronomer, conducting research in astronomical mathematics. By the 1920s, though, his interest in electrical engineering led him to a position with General Electric, where he became head of electrical engineering.

In a visionary experiment, the General Electric leadership decided that if employees could be matched to the positions that best suited their aptitudinal natural abilities—or retrained in areas that were—it would benefit both company and employees. GE asked Johnson O'Connor to develop an in-house program that would ascertain which employees would be best suited to retraining in which areas.

This led O'Connor into a study of inborn aptitudes—that is, not acquired—and to the development of aptitude tests, a pursuit he maintained for the rest of his life. O'Connor found that aptitudes are in fact inborn. For example, one who is mathematically inclined can learn much more quickly and easily about mathematics than can one whose aptitudes in this area are low. For those who are not artistically or musically inclined, while they can improve their abilities in these areas through training, will never be great artists or great musicians.

It was during the course of this testing that O'Connor uncovered a singularly important factor:

“ A person's vocabulary level was the best single predictor of occupational success in every area. Furthermore, vocabulary is not innate, and can be acquired by everybody.”

NOT WHAT HE EXPECTED

He assumed at first, in line with his study of aptitudes, that the ability to acquire

vocabulary was also an aptitude. But his research quickly showed that the ability to acquire vocabulary was not an aptitude, but a trait anyone could acquire. In other words, regardless of your present level, you can improve your vocabulary.

In 1922 O'Connor founded Human Engineering Labs, a nonprofit research organization devoted to the study of aptitude and vocabulary. He devoted his life to these studies, up to his death in 1983. Since his death, Human Engineering Laboratories—now known as the Johnson O'Connor Research Foundation—has continued research in aptitudes and in vocabulary acquisition. Over a period of several decades, working with numerous researchers at his organization, O'Connor tested the vocabulary knowledge patterns of hundreds of thousands of people throughout the U.S., and used these patterns to ascertain the difficulty level of thousands of words.

How did O'Connor develop his principles of vocabulary acquisition?

O'Connor collected empirical data about knowledge patterns from hundreds of thousands of people throughout the United States. His principles evolved based on this massive database. Decades of data collection from tens of thousands of additional subjects have provided further support for the principles.

THREE LAWS OF VOCABULARY ACQUISITION

Johnson O'Connor's research led him to three principles of vocabulary acquisition:

- 1)** Each word has an inherent level of difficulty. That is, words can be placed in a list or on a graph ranging from easy, well known words to difficult, arcane words. Each word's difficulty can be determined by the percentage of people to whom the word is unknown. The difficulty of a particular word is strikingly consistent for people across both geographical and socioeconomic groups.
- 2)** Each person's word knowledge falls somewhere on that difficulty line. A person will know most of the words below his or her level, but will know relatively few of the words whose difficulty is dramatically above that person's current vocabulary level; that is, the drop off at each person's "vocabulary frontier" is quite sharp.
- 3)** A person's rate of learning will be greatest for words that are at or close to that person's vocabulary frontier. In other words, it will be relatively easy for a person to learn new words just above or just below their current level; but it will be very difficult to learn words far above their level.

This isn't to say that we can't learn difficult words far above our current vocabulary level. However, O'Connor found that when you reach too high, the learning is laborious and inefficient. You'd soon forget the words, a phenomenon you readily recognize when you look up an unknown word you come across in a book you're reading, and then forget it the next day.

Suppose you make a list of twenty words you don't know and study them in an attempt to improve your vocabulary. If you happen across that list a year later, you are likely to remember the meaning of perhaps three or four of the words. What happened to the other sixteen or seventeen you spent time learning? O'Connor's third law suggests the answer. *"The words you remember are those in which the difficulty level is near your*

vocabulary frontier”—you were “ripe” to learn them. The others were too far above your level; you were not yet ready to acquire them.

WHY THESE WORDS?

WORD ACQUISITION ORDER

One of O'Connor's most noteworthy findings is that there is a striking consistency in the order in which we acquire words. Of course, we don't all learn words in the exact same order, but the overall pattern of acquisition is remarkably similar, especially for general vocabulary. Thus, we can predict that if a student knows a group of words at some difficulty level, they'll know virtually all words that are below that level. Take two fairly obvious examples: If a person knows the word *foolhardy*, we can predict with good assurance that he will know both *foolish* and *brave*.

The vocabulary chosen for the WordSmart system is a set of General English vocabulary words. The words are *arranged in order of difficulty* so that the student can efficiently learn a significant group of words slightly above their frontier. From our research, we know that most of the other words at that level of difficulty will now be learned very quickly. These other words are absorbed quickly and the student is now ready for the next level.

WORD FREQUENCY NOT A RELIABLE GAUGE

O'Connor found that frequency of word usage, overwhelmingly the most common means of ascertaining word difficulty, is not adequate for determining word difficulty, showing only trivial correlation with it. You can readily see the inadequacy of using word frequency for assessing word difficulty. For instance, the word *Saturday* occurs in common usage more frequently than the word *Tuesday*, but clearly is no more difficult. *Horseshoer* is far less frequent than *demographic* but is clearly much easier, being known to virtually all of third graders, according to research.

WORD LENGTH DOESN'T CORRELATE AND “EXPERTS” DON'T AGREE

Similarly, word length is a poor predictor of word difficulty. “Expert” estimates of word difficulty are also inadequate. When a group of seventh grade teachers was asked to provide a list of 150 words they thought would be easy for their seventh graders, only 12 of the 150 words the teachers agreed upon were known by 90% of their students.

What does it mean to “know” a word?

O'Connor concluded that when a person knows a word, he would be able to provide a synonym of that word or readily define it in a short phrase. And also that, conversely, to the degree that a person *cannot* provide a synonym or clear definition of a word, the person does not really know that word.

CONSISTANCY IN MISUNDERSTANDING WORDS

O'Connor also found consistency in how words are misunderstood. Mistaking a word for its antonym is a natural step on the way to learning the word. A student who gives a definition for a word which is the opposite of the word's real meaning has almost acquired that word-opposites are very close in meaning, normally differing by only one feature. Students are also likely to confuse words which are similar in sound, especially if both are unknown (e.g., *haggard* and *haggled*). Words whose meanings partially overlap will also often be confused (e.g., *revelry* and *joyfulness*). Not surprisingly, words which are used in similar contexts will often be confused (e.g., *satire* and *irony*).

Each of these findings suggests sources for effective "distracters" or misleads in multiple-choice tests of vocabulary knowledge. To really test vocabulary, then, context is not as effective as listing words *close* in meaning to the source word. The student is allowed to demonstrate that they either know the true word meaning, or that they confuse it with others in a list of distracter words.

How did O'Connor use his findings to improve vocabulary?

O'Connor's system involves first determining each student's vocabulary level by means of a carefully researched multiple choice diagnostic test. Students then enter the program at the point appropriate for their current vocabulary level and begin their study of the words at the frontier of their expressive vocabulary.

This frontier of vocabulary is the point where their learning will be the most efficient. In fact, his studies show it is 10 to 100 times faster to learn at this vocabulary frontier level than through a random study of words. This is exactly the approach the WordSmart system uses.

WORDSMART EMBODIES O'CONNOR'S METHODS

Until WordSmart was developed, there was no easy or effective way for the student to partake of the fruits of the Johnson O'Connor vocabulary research. We have spent considerable time and effort incorporating this proven methodology into the WordSmart product. Plus, we've taken it even further by adding a number of engaging techniques that take advantage of the computer's multimedia capabilities to gauge progress automatically, fortify retention of the new words and concepts through spoken discussions, and hold the student's interest with interactivity and games.

WORDSMART BASICS

This chapter provides an overview of the main features of the WordSmart application.

FIVE STUDY MODES

For each student, WordSmart introduces vocabulary, called *Core Words*, on the computer through five modes, called *Study Exercises*. The entire WordSmart vocabulary set is broken down into groups of 20 *Core Words* each. These *Study Exercises* provide further reinforcement for learning the words and other related words in context within audio discussions, and complement each other by involving the several senses. The five modes are:

4) Multiple Choice with Audio Discussions

This is the principal *Study Exercise*. It is the most important and content-rich of the exercises.

5) Flashcards

Like traditional flashcards, the object here is to define the new word correctly within a user-defined time interval.

6) Column Matching

In this exercise, you match synonyms by dragging each core word on the left column to its matching synonym on the right column.

7) Sentence Completion

Here you're tested on your knowledge of both the word's meaning and spelling by typing the correct word on the blank line in the sentence.

8) Laser Review

Laser Review is an arcade-style review of a word group, aim your "laser" at the correct definition of the *Core Word*.

MULTIPLE VOLUMES COVER EVERY VOLUME

WordSmart consists of 2 volumes: A through E, and E through J. Volume A contains the least difficult words and Volume J the most difficult, unknown to 90% of adults. Each volume contains between nine and 13 groups of twenty *Core Words*. One 20-word group is approximately what a student is expected to complete in a typical 40-50 minute class period.

A GALAXY OF WORDS

Words are studied in the context of their relationship to one another. The network of words that forms around the *Core Words* in each volume is the WordSmart Galaxy of Words.

Each WordSmart volume presents over 200 *Core Words* of increasing difficulty. The *Core Word* is linked to its synonyms, and to four common misconceptions (the other choices in *Multiple Choice* and *Laser Review*). These *Core Words* are then combined to build a network of roughly 1400 closely related and defined words in each of the 10 volumes, presented at levels of increasing difficulty—nearly 20,000 in all.

Each *Core Word* is linked by a phrase or short sentence to an *Audio Discussion* that contains word history, common misuses, and “close-but-not-quite” synonyms. By the end of each volume, you’ll be exposed to more than 1400 defined words and to over 5000 correctly pronounced words *per volume*—a veritable Galaxy of Words, each related dynamically to the *Core Words* of each volume.

WORD GROUPS

In the auto-advance default mode, the program cycles the student through five Groups of words. We recommend studying a series of roughly five or more Groups at a time for most efficient learning.

Students select any of the five *Study Exercises* according to their individual study style. They advance, however, only after completing either *Multiple Choice* or *Laser Review*.

If you wish, however, you can override the auto-advance system and assign students to a specific Group according to their score.

STUDENT SECURITY AND SAFEGUARDS

WordSmart makes it easy for students to enter their names and get started with the exercises—but there are certain safeguards to prevent mistaken or unauthorized access.

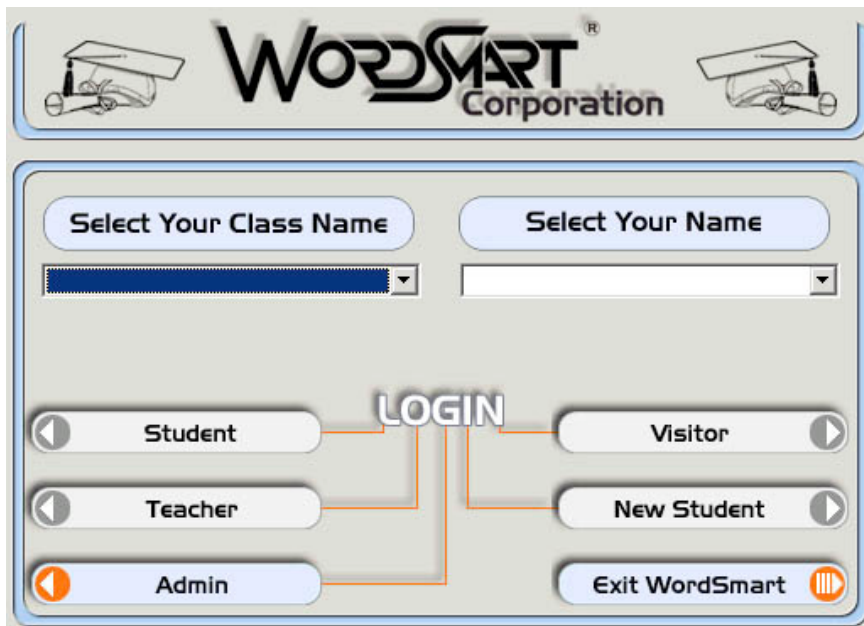
You will first perform some minimal setup to define your students by class, period, or whatever you designate; you have full control over the classes and can modify or delete them as appropriate. Students log on themselves by selecting their name from a list (or entering their name as a new user), then selecting your particular class from a list. To assure the integrity of their progress, students enter their birthday as a “password.” These safeguards, simple yet effective, assure your control of the program and how it’s administered.

USING WORDSMART

After installing WordSmart, you need to set up your classes. The procedure is simple, yet it adds the necessary structure to students' use of the program for tracking progress.

ADMINISTRATOR

The administrator adds classrooms, sets up teacher accounts and determines whether or not to allow guest logins. They are also able to start up the sound, update registration information and maintain the database.



Each class that uses the WordSmart Server will be assigned a unique name by the WordSmart Administrator. The Administrator adds a class to the server.

Note: You can use any character except periods and slashes in your description.

Examples of class descriptions:

- ◆ Ms Freitas – Period 3
- ◆ Ms Freitas – Period 4
- ◆ Mr Richards
- ◆ John McDonald – Independent Study
- ◆ Dr B Norman's Etymology 101
- ◆ Mrs Rorich2

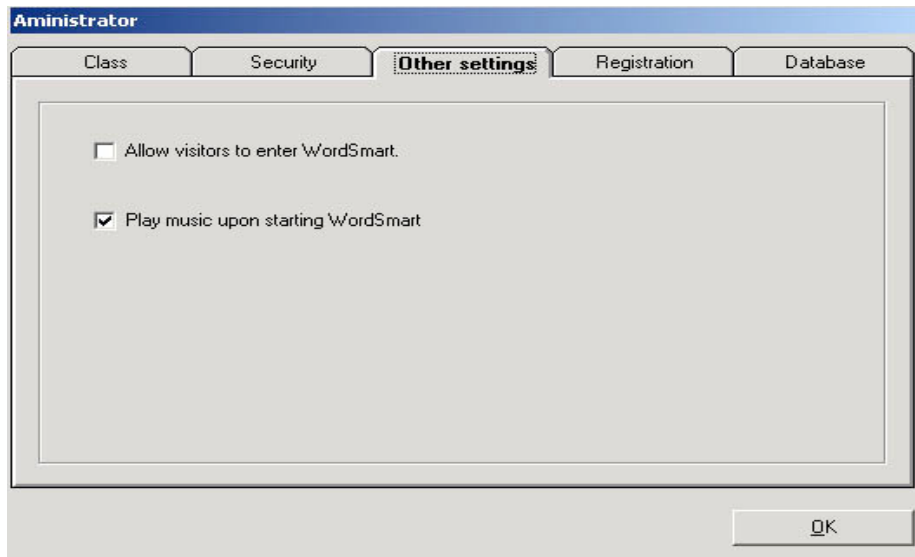
We recommend that teachers agree on a basic description format to keep the list easy to understand for students.

The screenshot shows the 'Administrator' window with the 'Class' tab selected. The 'Create/Delete' section contains a text input field for 'Enter a unique class name to add:' with an 'Add' button to its right. Below this is a list box labeled 'Choose a class:' containing the entry 'Wordsmart', with a 'Delete' button to its right. An 'OK' button is located at the bottom right of the window.

The Administrator also allows you to set a password for the program under the security tab. This is the password the teacher uses to view reports and adjust options for their class.

The screenshot shows the 'Administrator' window with the 'Security' tab selected. The 'Change Administrator Password' section has two text input fields: 'Please choose a password (4 to 16 characters)' and 'Please confirm your password', with an 'OK' button to the right. The 'Reset Teacher Password' section has a list box for 'Please choose a class name' (containing 'Wordsmart'), two text input fields for 'Please choose a password for selected class' and 'Please confirm password', and an 'OK' button to the right. A note states: 'If you leave both fields blank, the default password will be "password"'. A final 'OK' button is at the bottom right of the window.

Some of the other settings used by the Administrator determine whether or not guests will be allowed to log in and if music is played at the beginning of Wordsmart.



TEACHER SETUP

- 1) Start the WordSmart application.
- 2) Select your class.
- 3) Click the “Teacher Login” button.
- 4) Enter the teacher password in the dialog box, and then click “OK”.

Note: Do not allow anyone except teachers or other authorized school personnel to obtain this password. It secures student data. The password is provided by your Administrator.



If you have more than one class, your Administrator should distinguish between them by a further description.

USING WORDSMART-STUDENTS

Students are able to log-on and use WordSmart on their own subject to the basic parameters that you define, such as class description and, if desired, a pre-set volume level.

- 1) Start WordSmart.
- 2) Select student name from the list box.

If the student has used WordSmart before, they should choose their name from the drop-down list box.

New students click the New Student button to log in.

Students who have used WordSmart select their name from the list, then select their teacher from the list.

Teachers click the Teacher Login button to access teacher controls.

- 3) **If the user is a new student**, click the New Student button and enter name.
- 4) When the dialog box appears, enter date of birth in the format shown in the dialog box.
- 5) Select student's teacher from the *Select Your Teacher* list.
- 6) Click "OK" to go to the diagnostic exercise.

Note: After the first use, students automatically bypass the *WordSmart Challenge* and go directly to the last place they left off.

7) If student has used WordSmart before, select student name from *the Select Your Name* list, then perform steps 5 and 6 above.

8) Take the diagnostic exercise if you are a new student.

The diagnostic is important for the appropriate placement of each student at their correct vocabulary study level. After completing the diagnostic test, students are taken immediately to one of the 10 WordSmart volumes that corresponds to their diagnostic results.

9) Begin the exercise of your choice by clicking the matching icon:

- ◆ *Multiple Choice with Audio Discussions*
- ◆ *Flashcards*
- ◆ *Column Matching*
- ◆ *Sentence Completion*
- ◆ *Laser Review*

Note: While all modes of study are scored, *Multiple Choice* and *Laser Review* are the only two Study Exercises that will automatically change a student's vocabulary study level by either advancing or regressing them to the appropriate level.

10) For details of the various Study Exercises, see the Section "Study Exercises" in this guide.

SETTING TEACHER OPTIONS

BENEFIT OF AUTO-ADVANCE FEATURE

One of WordSmart's great benefits is that you, the teacher, can let the program itself guide student learning. You have the assurance that students are working at their appropriate difficulty level and benefiting from the reinforcement of the multiple exercises while the program automatically tracks each student's progress.

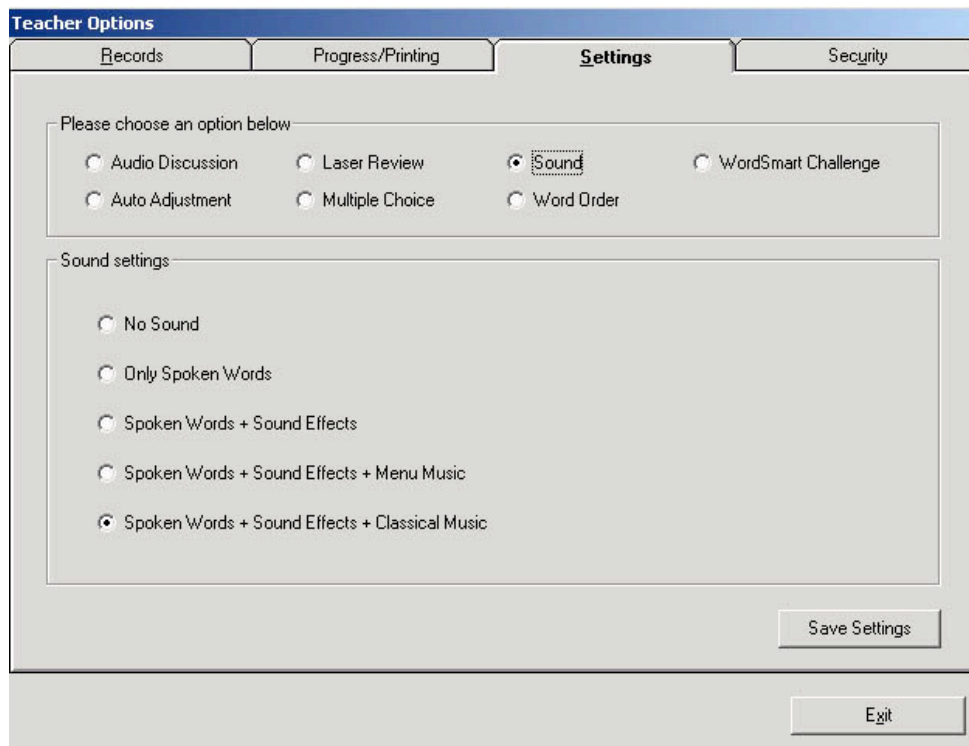
SET OPTIONS MANUALLY

There may be times, however, when you want to customize the difficulty level or modify other settings for specific students. For example, say Johnny shows excellent progress and you'd like to challenge him more by quickly advancing him to a higher level, bypassing the auto-advance feature.

You can do this using the *Teacher Options* from the Tools menu.

SOUND

Set up the program's sound options in the Sound tab.



Option	Effect
No sound	Turns off all WordSmart sounds.
Spoken words	Turns on speaking voice.
Sound Effects	Adds sound effects, such as Laser Review sounds.
Menu Music	Plays Techno music on the main menu.
Classical Music	Plays classical music on the main menu.
Jazz Music	Plays Jazz music on the main menu.

AUDIO DISCUSSION

The *Audio Discussion* tab lets you specify whether you want the audio discussion from the *Multiple Choice Study Exercise* to play automatically when students select their word.

The screenshot shows the 'Teacher Options' window with the 'Settings' tab selected. Under 'Please choose an option below', the 'Audio Discussion' radio button is selected. Other options include 'Laser Review', 'Sound', 'WordSmart Challenge', 'Auto Adjustment', 'Multiple Choice', and 'Word Order'. In the 'Audio Discussion settings' section, there are two checkboxes: 'Automatically run Audio Discussion from Multiple Choice.' (unchecked) and 'Allow students to change above setting.' (unchecked). A note explains that if disabled, audio discussion only runs on incorrect responses. 'Save Settings' and 'Exit' buttons are at the bottom.

Note: Even if you deselect the “automatically run” button, the audio discussion will still play when a student selects the *incorrect* word.

GROUP ADJUST

The *Group Adjust* tab lets you determine whether a student advances or regresses through the study groups automatically, or whether you or the student can set the study level manually.

The screenshot shows the 'Teacher Options' dialog box with the 'Settings' tab selected. The dialog has four tabs: 'Records', 'Progress/Printing', 'Settings', and 'Security'. The 'Settings' tab contains two sections of radio button options. The first section, titled 'Please choose an option below', includes: 'Audio Discussion', 'Laser Review', 'Sound', 'WordSmart Challenge', 'Auto Adjustment' (which is selected and highlighted with a dashed border), 'Multiple Choice', and 'Word Order'. The second section, titled 'Class settings', includes: 'Auto-adjust group' (selected), 'WordSmart Adjustment (default)', 'Single Group Adjustment', 'Do not auto-adjust group', 'Student can adjust group', and 'Student cannot adjust group'. At the bottom right of the dialog are two buttons: 'Save Settings' and 'Exit'.

As a convenience for teachers, WordSmart can be set to automatically adjust each student's study level. For example, after studying a group of words and getting 90% or higher correct answers in the *Multiple Choice* or *Laser Review*, you are taken to a higher group automatically; similarly, if you get 15% or more incorrect answers, you are taken to a lower group. By default, this auto-adjust option is on.

Having to score 90% or higher to move forward seems high. Why?

Actually, 90% is not too high. Even though students may perform well on 90% of the group's words, there is important learning during the entire process. This fact is evident when the student retakes the same group—and misses a *different* 10% of the items.

Option	Effect
Auto-adjust group (default)	Automatically adjusts student's learning level up or down. This is the default setting.
Do not auto-adjust group	Turns off auto-adjust and lets you or a student set the learning level manually.
Student can adjust group	Allows students to set their own learning level. Does not require teacher intervention.
Student cannot adjust group	Does not let students set their own learning level. Requires that the teacher set the level.

USERS

The Users tab lets you edit user information, including assigning a Volume and Group to a user.

The screenshot shows the 'Teacher Options' dialog box with the 'Records' tab selected. Under 'Please choose an option below', the 'Modify a student's profile' radio button is selected. In the 'Modify a student's profile' section, a dropdown menu shows 'Hamlet W Shakespeare [P2]'. Below this are several input fields: 'First name (required)' with 'Hamlet', 'Middle name' with 'W', 'Last name (required)' with 'Shakespeare', 'Date of birth (required)' with '11/11/1111', 'Current volume' with a dropdown set to 'A', and 'Current group' with a dropdown set to '1'. There is also an 'Auto group adjustment' dropdown set to 'Use Class Settings (Default)'. An 'Apply changes' button is located to the right of these fields. An 'Exit' button is at the bottom right of the dialog box.

SELECT STUDENT

From the dropdown list, select the student whose information you want to edit. Note: To add a student, you need to go to the opening login screen.

DELETE THIS STUDENT

Click this button to delete the name of the student you selected.

CHANGE VOLUME AND GROUP ON THIS USER

Click this button to assign a new Volume and/or Group to the student you selected.

CHANGE THIS STUDENT'S NAME

Click this button to change the name of the student you selected. Use this option to correct misspellings, for example, or to remove errant or unintended entries.

AUTO GROUP ADJUSTMENT

Changes to this setting will override Class Setting, if it is set to other than the default it will allow a unique setting for each student.

QUIZ OPTIONS

The *Quiz Options* tab lets you define the basic sound format for the Quiz study mode.

Teacher Options

Records Progress/Printing **Settings** Security

Please choose an option below:

Audio Discussion Laser Review Sound WordSmart Challenge
 Auto Adjustment Multiple Choice Word Order

Multiple Choice settings:

Time

How much time should the student be allowed to answer each question in the quiz?

60 seconds

Save Settings

Exit

SOUND

- ◆ Select *Words spoken* to hear the words pronounced during the quiz.
- ◆ Select *Words not spoken* (must be read) to turn off the pronunciation.

TIME

From the dropdown list, select the number of seconds you want to give students to answer each quiz question. In many instances, 20 or 30 seconds is enough time.

Note: At 10 seconds, there is not enough time for the program to read all five of the choices; use this setting only where the pronunciation of all choices is not essential.

LASER REVIEW

The *Laser Review* tab lets you adjust the settings for optimum results during the *Laser Review Study Mode*.

The screenshot shows the 'Teacher Options' dialog box with the 'Settings' tab selected. The dialog has four tabs: 'Records', 'Progress/Printing', 'Settings', and 'Security'. The 'Settings' tab contains two sections. The first section, 'Please choose an option below', has seven radio button options: 'Audio Discussion', 'Laser Review' (which is selected and highlighted with a dashed box), 'Sound', 'WordSmart Challenge', 'Auto Adjustment', 'Multiple Choice', and 'Word Order'. The second section, 'Laser Review settings', contains a single checked checkbox labeled 'Load Laser Review option screen upon running Laser Review.'. At the bottom right of the dialog are two buttons: 'Save Settings' and 'Exit'.

ASTEROID SPEED

Select the speed setting you want: Not Moving, Moving, or Moving Fast.

ASTEROID MOVEMENT

Select the type of movement you want the asteroids to display.

- ◆ **Drifting.** Asteroids circle around the screen.
- ◆ **Floating.** Asteroids float randomly about the screen.
- ◆ **Bombarding.** Asteroids “bombard” the cockpit.
- ◆ **Fleeing.** Asteroids appear to recede into the distance.

REACTION TIME

Select the reaction time speed for the player: Normal, Fast, Ridiculous, or No Time.

PRINTING

The *Printing* tab lets you define what you want to print—the scoring for the current user, or all users.

The screenshot shows the 'Teacher Options' dialog box with the 'Progress/Printing' tab selected. The dialog has four tabs: 'Records', 'Progress/Printing', 'Settings', and 'Security'. The 'Progress/Printing' tab contains the following options:

- Please choose an option below:**
 - Graph
 - Score
 - Grade
 - Test Generator
- Students:**
 - A single student
 - All students
 - Dropdown menu: Hamlet W Shakespeare (P2)
- Date range (MM/DD/YY):**
 - From: // to: //
 - All
- Volume/Group:**
 - From: [dropdown] to: [dropdown]
 - All
- Include Exercise:**
 - Dropdown menu: All
- Show score** button
- Exit** button

GRAPHS

The *Graphs* tab lets you set up the parameters for printing out graphs of student scores.

Teacher Options

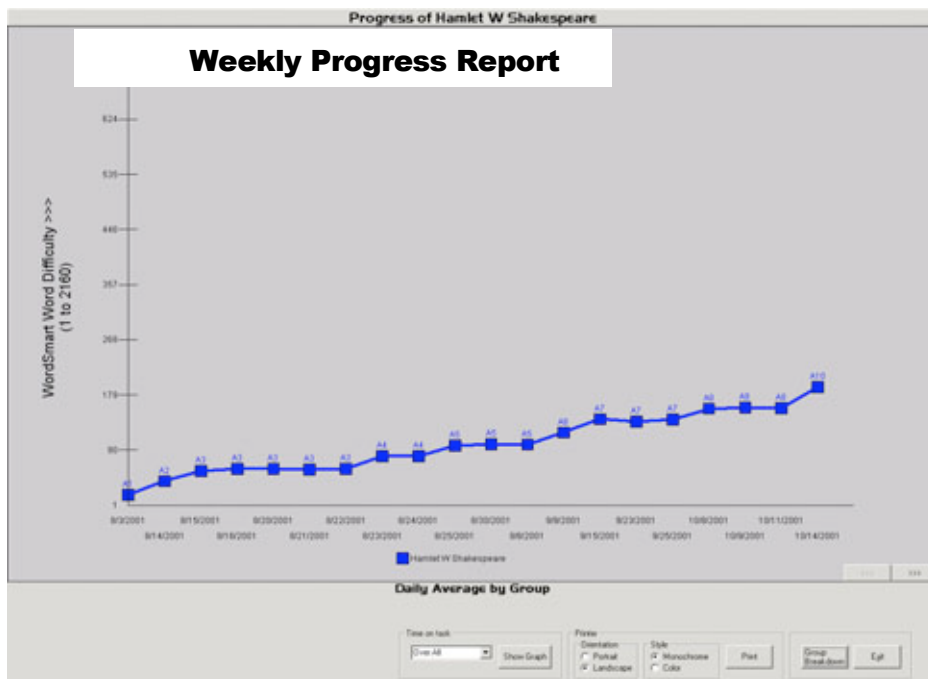
Records **Progress/Printing** Settings Security

Please choose an option below

Graph
 Score
 Grade
 Test Generator

Show Graph

Exit



GRADES

The *Grades* tab lets you set up the parameters for printing out a recommend grade for each student.

The screenshot shows a software interface titled "Teacher Options" with four tabs: "Records", "Progress/Printing" (which is active), "Settings", and "Security".

Under the "Progress/Printing" tab, there are several sections:

- A section titled "Please choose an option below" containing four radio buttons: "Graph", "Score", "Grade" (which is selected), and "Test Generator".
- A section titled "Date range (MM/DD/YY)" with two input fields for "From" and "to", each containing two slashes. To the right is a checked checkbox labeled "All".
- A section titled "Productive Time vs Total Time" with a dropdown menu set to "35%" and the text "Minimum productive time to receive 60% of grade."
- A section titled "Please choose an option below" containing two radio buttons: "Show all students" (which is selected) and "Show a single student".

At the bottom right of the dialog box is a button labeled "Show Grade". Below the dialog box, at the bottom of the page, is a button labeled "Exit".

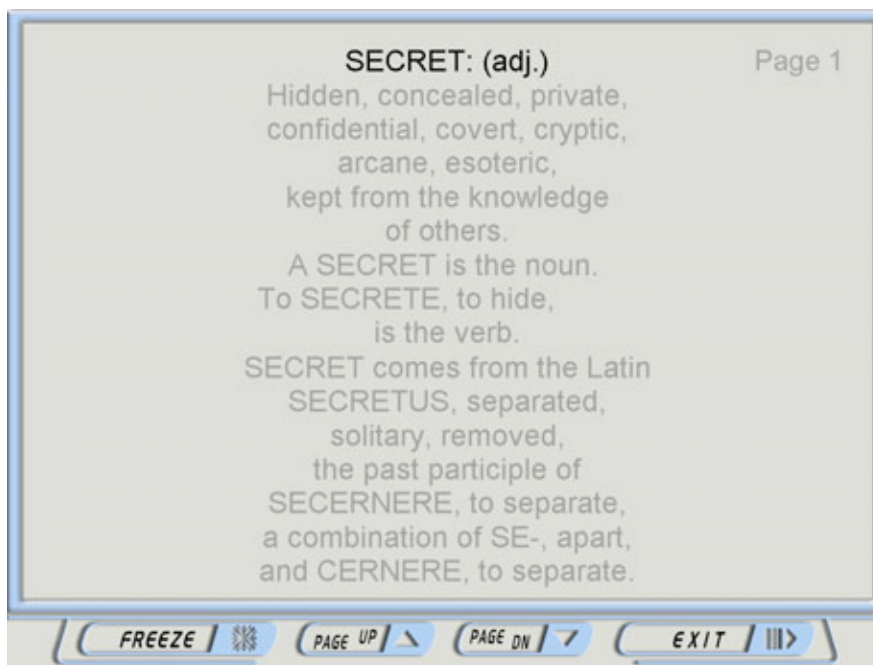
STUDY EXERCISES

MULTIPLE CHOICE WITH AUDIO DISCUSSION

This exercise has several features that will help students to speed up their learning process:

- ◆ The misleads are chosen and validated to be popular choices; this assures students learn the exact meaning.
- ◆ Each word is followed by a discussion of the word's history, past and present usage, and examples of misuses. Students can click "done" if they know the word.
- ◆ *Audio Discussions* are designed for multi-sensory learning to increase both speeds of learning and retention.

DISPLAYING AUDIO DISCUSSION



The *Audio Discussions* screen can be loaded from all *Multiple Choice* and *Flash Cards* exercises. It can be displayed automatically from *Multiple Choice with Audio Discussions*.

MULTIPLE CHOICE

Start with the first word in the list on the left side of the screen. A voice will read the word, the sentence, and the five choices. After the five words are read, choose a synonym by clicking on the word or by typing the number next to your choice. You may guess as many times as you want. When you have picked the correct word, the *Audio Discussions* screen will be loaded automatically (uncheck the *Automatic Discussion* checkbox below the words to disable this feature).

When you return from the *Audio Discussion*, select a new word by clicking it on the word list. A dash (-) next to a word means you have missed this word in another exercise. When you get the word correct in *Multiple Choice*, the dash is removed. You are placed at a new difficulty level by the auto-advance feature, or are prompted to another level by a dialog box.

AUDIO DISCUSSION

To begin the narration of the *Audio Discussion*, click the “Play” button.

More discussions from the dropdown list. To select a different word without leaving *Audio Discussions*, click the arrow next to the word at the top of the screen. A list of the Group’s words appears. Click the word you want. To move through the list from the keyboard, use the “Page Up” and “Page Dn” keys.

FLASHCARDS

Flashcards provides a simple way to become comfortable with a new group of words. The *Core Word* is displayed in a phrase at the top of the window. The object of the exercise is to guess the proper definition during a user-established interval. You can repeat the group as many times as you like.



Use the scroll bar to adjust how quickly the cards are displayed.

Click the left or right pointing hands to go back or advance a word.

At any time, click the Audio Discussion icon to go directly to the discussion of the word.

Click the eyeglasses to see the answer displayed immediately.

NAVIGATING THE FLASHCARDS WINDOW

The scroll bar at the upper right of the window adjusts how quickly the cards are displayed. The flashcard will advance to the next word automatically at the same speed. You can also accelerate the speed using the hand icons.

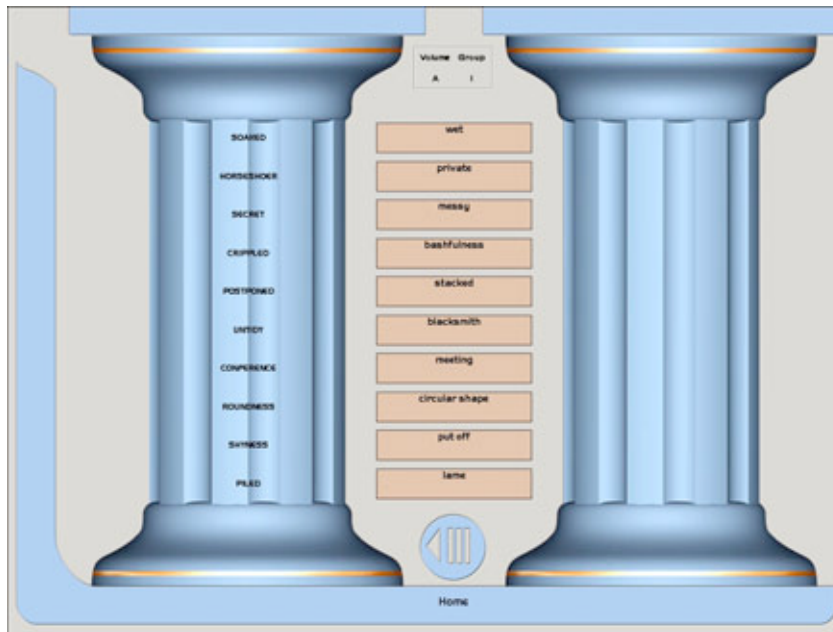
To go to the previous word, or advance to the next, click the left or right hands respectively.

Click the *Audio Discussion* icon to go directly to the discussion of the word. Click the eyeglasses to see the answer displayed immediately. To freeze the displayed word, click the *Freeze* icon; click it again to continue.

COLUMN MATCHING

In this exercise the mouse is used to move each *Core Word* from the left column to an empty slot in the right column next to its matching synonym.

After you've moved the first group of 10 words to the right column, your choices are scored; click OK and the second group of 10 words appears. You can go to the *Audio Discussion* for any word by clicking the word in the right column.



For Column Matching, drag a word from the left column to a slot on the right column next to its synonym.

SENTENCE COMPLETION

In *Sentence Completion*, you're tested on your knowledge of the word's meaning and spelling. A synonym is displayed in a phrase above, while the audio voice pronounces the target word in a phrase. Type in your answer on the line, then press "Enter".



After you press "Enter", the correct spelling is displayed in a list on the right side of the chalkboard. A yellow star indicates the correct spelling; a red X indicates incorrect spelling. If your spelling is close, but not exact, you will get a second chance. Click any word in the displayed list to go to the *Audio Discussion* for that word.

LASER REVIEW

Laser Review is an exciting, arcade-style review of a word Group. A *Core Word* appears in a brief phrase displayed across the top of your screen. The correct definition and four misleads appear as asteroids in front of your ship. You must destroy the appropriate asteroid with your laser before the time expires on your oxygen meter. To fire the laser, click the mouse button.



You can quit at any time by clicking “Eject” to return to the Main Menu.

OPTIONS

ASTEROID MOVEMENT

Select the type of movement you want the asteroids to display.

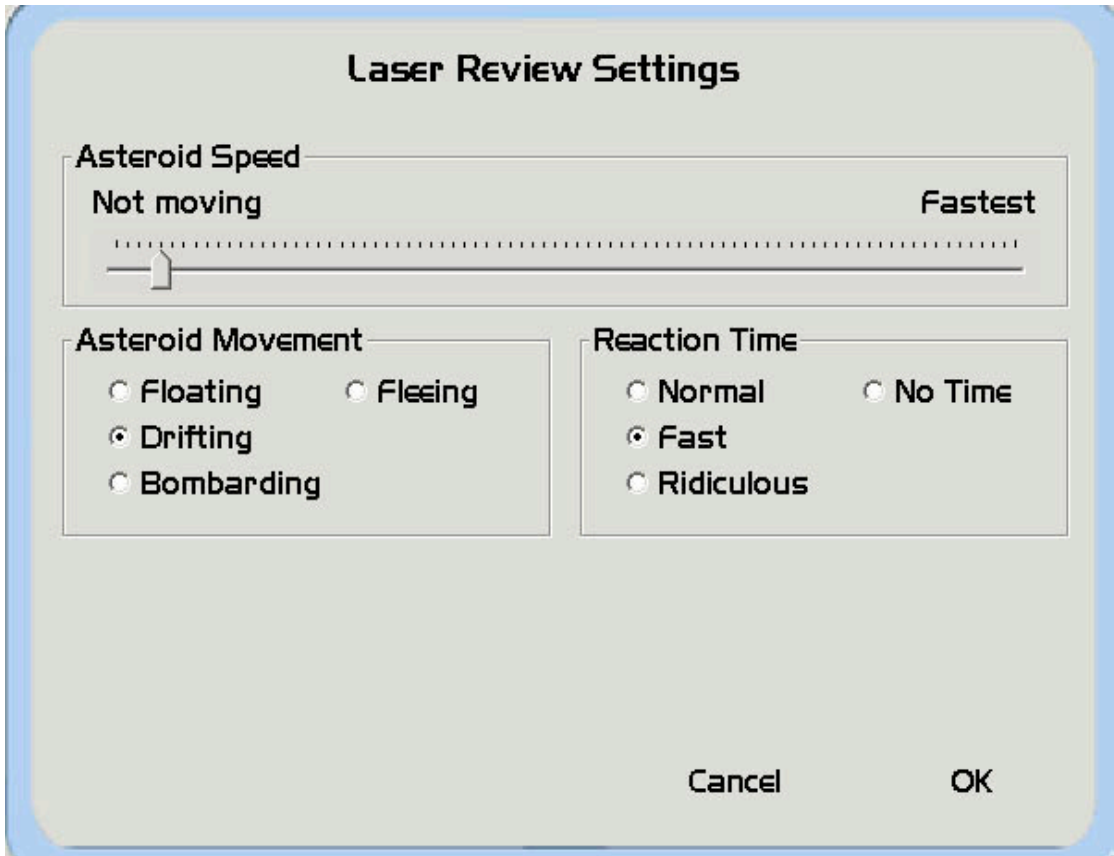
- ◆ **Drifting.** Asteroids circle around the screen.
- ◆ **Floating.** Asteroids float randomly about the screen.
- ◆ **Bombarding.** Asteroids “bombard” the cockpit.
- ◆ **Fleeing.** Asteroids appear to recede into the distance.

REACTION TIME

Select the reaction time speed for the player: Normal, Fast, or Ridiculous.

SELECT COMPUTER SPEED

Move the slider left or right to optimize the program for a particular computer system. Slower machines should set the slider to the left, while fast machines should set it to the right. In most cases, you can leave the slider near the middle of the range, or in the 150 MHz range.



VOCABULARY STUDY TIPS

According to Johnson O'Connor, high-level executives get to where they are by being good communicators. Says O'Connor:

Words are the instruments by means of which men and women grasp the thoughts of others and with which they do much of their own thinking. They are the tools of thought.

We should all take comfort in the fact that anyone's vocabulary can be improved. There is no crash course, however, and the Foundation researchers stress at least 15 minutes a day of concentrated study. That time, if spent properly, can produce a rapid improvement in your ability to communicate. Here's a four-part plan from the Foundation to get you started:

9) BE AWARE OF WORDS

Many people tend to skip over unfamiliar words. Not good! Instead of avoiding them, first try to guess their meaning from context. Then immediately look them up. Though this slows down your reading, it will greatly accelerate your verbal cruising speed in all your future comprehension.

10) READ, READ, AND READ SOME MORE

The better the book, the bigger the vocabulary benefits. The recognized classics are to be recommended first, of course, but there is much to be said for simply reading. Be it Shakespeare or Stephen King, read! Read whatever interests you, and especially read what challenges you. But always keep the idea of learning new words at the front of your mind.

11) USE A DICTIONARY

Have your own with you all the time. Circle the words you look up and always read the entire entry—words often have more than one meaning. Also, by circling the words, you are maintaining a record of your vocabulary progress.

12) STUDY AND REVIEW REGULARLY

Once you've begun steps 1 through 3, it's only a matter of reviewing what you've learned on a regular basis. Set goals for yourself, such as a number of new words you'd like to know by a certain date. Using flashcards is one good way of measuring accomplishment. As the stack of cards grows, so will the evidence of your newfound verbal skill.

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