



English Discoveries Online

Sample Blended Learning Lesson Plans

Table of Contents

Introduction.....	3
Basic 3: Traveling Abroad.....	4
Lesson 1: Listening Component	4
Lesson 2: Reading Component	6
Lesson 3: Speaking Component	8
Lesson 4: Grammar Component	10
Intermediate 3: Sport and Fitness	12
Lesson 1: Listening Component	12
Lesson 2: Reading Component	13
Lesson 3: Speaking Component	15
Lesson 4: Grammar Component	17
Advanced 3: Overcoming Difficulties.....	19
Lesson 1: Listening Component	19
Lesson 2: Reading Component	20
Lesson 3: Speaking Component	22
Lesson 4: Grammar Component	24

Introduction

The following pages contain three sample lesson plans to help give you ideas for integrating *English Discoveries Online* in your classroom teaching. The lesson plans are based on typical units from the Basic, Intermediate and Advanced courses.

These lesson plans provide step: by: step instructions on how to prepare for a computer lesson, what to do while your students are studying on the computer, and ideas for follow: up activities once students have completed their computer assignments. The suggested time for each lesson is about 90 minutes; however this will vary depending on the size of the class and the level of your students.

The pre and post computer activities do not need to take place immediately before and after the computer session – they can be conducted over several days, as part of a regular classroom lesson.

Basic 3: Traveling Abroad

Lesson 1: Listening Component (90 minutes)

Pre-Computer Session

Learners will:

- Activate prior knowledge of the topic travel.
- Familiarize themselves with the language used in voice mail messages.
- Compare conditional structures with similar structures in their own language.

0. Write a list of simple questions about travel on the board. Read the questions with the students and make sure they understand them before beginning. Seat students in two circles or rows facing each other. Ask students to discuss the first question on the list for two minutes. After two minutes, the students move seats so they are sitting facing another person and can discuss the next question on the list. Continue until students have had a chance to discuss all the questions.

Sample questions:

- Which countries have you visited?
 - Which countries would you like to visit?
 - What kind of a holiday do you like?
 - Where are you going on holiday this year?
 - What was your best holiday?
0. Ask students if they have an answering machine at home and ask them what some of the advantages are of using voice mail. Explain or elicit that one of the times it is useful to have an answering machine is when you are away on holiday.
 0. Familiarize students with the language used in answering machine messages. Discuss with the students the kind of language used in phone messages such as: *We are unable to come to the phone right now, If this is an emergency, you can reach us at... We will return by... Please leave a message and we will call you back,* etc.
 0. Review or teach the first conditional and explain that this is a very common structure to use in voice mail messages. Ask students to compare this structure with similar structures in their own language and draw their attention to the fact that although it is used to express a possible future situation, the “if clause” is not in the future tense. Write some conditional clauses on the board and ask students to complete them:
 - If this is an emergency...
 - If you want to speak to me at work...
 - If we don't answer the phone ...
 - If we aren't in the house...
 - If you leave a message...
 5. Encourage students to share their answers with the whole class. Note that if you do not feel your students are ready to learn the first conditional you can just teach them the “If + can.”

Computer Session		
Component	Title	Summary
Basic 3: Traveling Abroad <i>Listening</i>	Voice Mail: Outgoing Message	A voice mail outgoing message in which the Jameson inform callers that they are abroad.
Learners will: <ul style="list-style-type: none"> • Understand the general meaning and significant details of a voice mail message. • Apply knowledge of conditionals to understand information in a voice mail message. • Infer information from a voice mail message. 		

0. Either prepare handouts, or write on the board the path you want the students to follow in that lesson, e.g., **Basic 3>Traveling Abroad>Listening.**
0. Tell students they are going to do the listening component in the *English Discoveries Online* unit: Traveling Abroad. Explain that they are going to listen to a voice mail message. Ask them to do the Explore section first and to list any words or expressions they don't understand. Refer them to the path on the board if they are unsure of navigation.
0. While students are working, go around the class and make sure they don't have any problems with navigation or comprehension. Encourage them to make use of the different explore options such as "See Text" and "Record Yourself." Draw students' attention to the use of the first conditional in the message.
0. Review any words or expressions students had difficulty with and ask them to go on to the Practice section. Students who finish quickly can continue to the Test section or use the Community Site.
0. While students are working, go around the class and make sure they understand the Practice exercises. Encourage them to listen again to the message if they don't remember it.

Post-Computer Session	
Learners will: <ul style="list-style-type: none"> • Produce their own voice mail message. • Reflect on the different activities they have done in the Listening component. 	

0. Tell students to imagine they are going on holiday and to write a voice mail message that says where they are going, where they can be reached, and when they will be back. Tell them they should write at least one sentence of their message in the first conditional. Students can work in pairs and/or complete this task for homework. When they have finished writing, each pair should read its message to the class. If you have access to a cassette recorder, you can actually ask students to record their messages and play them to the rest of the class.
0. Ask students to list the different things they have done in the lesson, and to decide which activity they think helped them the most and why. Discuss students' answers with the whole class.

Lesson 2: Reading Component (90 minutes)

Pre-Computer Session

Learners will:

- Identify and categorize vocabulary related to travel.
- Predict and construct a reading text based on vocabulary from the text.

11. Write the word *travel* in a box in the middle of the board. Tell students to list as many words as they can associate with the word *travel*. Give them a time limit of two minutes. Then ask them to suggest possible categories they could use to create a concept map, e.g., *places, transport, people, objects* to help them organize and remember travel vocabulary. Use their suggestions to draw a concept map on the board such as the following:

12. Tell students they are going to do the Reading component from ***English Discoveries Online***. On the board, write the title of the reading passage ‘Rita’s Trip Abroad’ and some vocabulary taken from the text such as: *flight, nervous, abroad, first time, small village, sightseeing, summer, aunt and uncle, worried*. Check that the students understand the vocabulary. Divide the class into pairs or and ask them to predict what the text will be about and to write their own version.

Computer Session

Component	Title	Summary
Basic 3: Traveling Abroad Reading	Rita's Trip Abroad	A story about Rita’s first time away from her small village in Mexico. She is on a flight to Washington, D.C. to visit her aunt and uncle.
Learners will:		
<ul style="list-style-type: none"> • Understand the main ideas and supporting details in a story. • Understand the sequence of events in a story. 		

0. Either prepare handouts, or write on the board the path you want the students to follow in that lesson e.g., **Basic 3>Traveling Abroad>Reading**.
0. Tell students to do the Explore section of the Reading component and check their predictions by comparing the version of the story that they wrote in the Pre Computer Session with the actual ***English Discoveries Online*** text.
0. While students are working, go around the class and help them with any problems in comprehension. Encourage them to use the different Explore options such as the “Hear Text,” “Key Words” and “Main Idea.”
0. Ask students to continue with the Practice section of the Reading component. Note: These exercises deal with understanding the main idea and sequencing events, so it is important that students have been introduced to these strategies in class beforehand. Students who finish quickly can continue to the Test section or Community Site.
0. While students are working, go around the class and make sure that students understand the Practice exercises.

0. If you would like to assess your students' progress in this component, have them continue to the Test section. Alternatively if students are also using ***English Discoveries Online*** in a self: access situation, you can ask them to take the test for homework.

Post-Computer Session

Learners will:

- Compare their predictions of a given text.
- Reflect on the usefulness of different reading strategies

19. Ask students if their predictions proved correct and encourage students to share their versions with the rest of the class.
20. Ask students to list at least two reading strategies they used in the lesson. Discuss how reading strategies such as prediction, finding the main idea and sequencing can help you understand a text. Relate to this discussion when students read other texts in class and remind them of the relevant reading strategies.

Lesson 3: Speaking Component (90 minutes)

Pre-Computer Session

Learners will:

- Activate prior knowledge of the word “information.”
- Revise Wh and Yes/No questions to prepare for accessing and providing information.

1. Divide the class into groups of three and tell them to write at least three questions using the words on the board. Have groups exchange questions with each other, and write the answers to each other’s questions. Go around the class while they are working, checking for mistakes in question formation.
2. Write the word “Information” on the board and ask students where they might see a sign with this word on it, e.g., airports, tourist information bureaus, railway stations, etc. Brainstorm with students the kinds of questions people might go to an information desk to ask. Write students’ suggestions on the board and discuss them.
3. Write some adverbs on the board such as *loudly, quietly, sadly, happily, quickly, slowly*. Ask students if they can add any more words to the list. Explain to students that we use adverbs to describe verbs. Ask students to read out the questions on the board (listed from the previous activity) in the manner of the adverbs they have just listed.
4. Repeat a similar activity for Yes/No questions, if necessary.

Computer Session

Components	Title	Summary
Basic 3: Traveling Abroad <i>Speaking</i>	Information	A man standing at an information counter is asking how to get to his hotel.
Basic 3: Traveling Abroad <i>Grammar</i>	Form	Presentation and practice of the formation of adverbs.

Learners will:

- Take part in a dialogue in which they ask for/impart information.
- Use the correct form of adverbs to modify verbs in sentences.

5. Either prepare handouts, or write on the board the path you want the students to follow in that lesson e.g., **Basic 3>Traveling Abroad>Speaking, Basic 3>Traveling Abroad>Grammar> Adverbs: Form**
6. Tell students they are going to do the speaking component in *English Discoveries Online*. Explain that they are going to listen to and participate in a dialogue in which a man is asking for information at an airport information counter.
7. Ask students to complete the Explore section and find out what information the man is asking for.
8. While students are working, go around the class and help students. Encourage them to use the “Record Yourself” and “See Script” features.

9. Check that students have understood the dialogue, and then ask them to do the Practice section. Explain that they must choose one of the characters in the dialogue and record themselves taking part in it.
0. While students are working, go around the class and help students with any navigational problems they might have; listen to their recordings.
0. Play the dialogue from the Speaking component to the class and ask them which adverbs they would use to describe the way the man spoke. e.g., *The man spoke politely.*
0. Tell students they are going to do the one of the Grammar components from the “Traveling Abroad” unit. Tell them to watch the animation example in the Explore section, read the Explanation and then go on to do the Practice exercises. Students who finish early can do the Test section or use the Community Site.
0. While students are working, go around the class and help them. Make sure they understand the grammar Explanation and know what to do in the Practice exercises.

Post-Computer Session

Learners will:

- Engage in short role: plays where they are ask and answer questions about everyday situations.
- Interact with each other in order to practice using adverbs.
- Reflect on the usefulness and difficulty of the activities they encountered in the Speaking component.

0. For additional practice, prepare a worksheet with lines from the speaking dialogue jumbled up. In pairs, ask students to re: order the dialogue. Once you have checked their answers, ask them to role: play a similar dialogue. Give students time to practice their dialogues in pairs or groups of three and then ask for volunteers to perform in front of the class.
0. Hand out cards with different adverbs written on them and ask students to perform their dialogue (or a new dialogue) in the manner of the adverb written on their card. The rest of the class watches their performance and tries to guess the adverb being presented.
0. Divide the class into small groups and ask students to discuss which aspect of the lesson they enjoyed the most, which they found the most difficult, and which they felt was the most useful. Encourage them to justify their answers.

Lesson 4: Grammar Component (90 minutes)

Pre-Computer Session

Learners will:

- Review structures for expressing future meaning.
- Extract information from visual data such as timetables

0. Since this unit contains several components that deal with ways of expressing future meaning, we suggest that you make sure students are already familiar with these structures beforehand. This lesson can then serve as a valuable revision or consolidation lesson for these structures.
0. Bring in or ask students to bring in different transport timetables for buses, planes, and trains. Remind students that we use the Present Simple to talk about future travel times. Hand out copies of the timetables and ask the students questions about the different schedules, e.g., *What time is the last bus from Oxford to London? When does the morning plane to Brussels leave?*
0. Review with students the differences between “will” and “going to.” Explain or elicit that “will” is used for impersonal predictions while “going to” is used more to talk about personal plans and decisions in the near future. In pairs, ask students to write three sentences using “will” and three using “going to.” Ask them to exchange sentences with another pair and discuss if the structures were used correctly.

Computer Session

Component	Title	Summary
Basic 3: Traveling Abroad Grammar	Future: Will Vs. Going To	Presentation and practice of the future tenses, “will” and “going to.”
Basic 3: Traveling Abroad Grammar	Future: Simple Present	Presentation and practice of the use of the Simple Present to talk about the Future.
Basic 3: Traveling Abroad Grammar	Future: Present Progressive	Presentation and practice of the use of the Present Progressive to talk about the Future.

Learners will:

- Differentiate between the use of “will” and “going to” in statements and questions about the future.
- Use the Simple Present to talk about definite and regular future actions in statements and questions.
- Use the Present Progressive to talk about plans and decisions in the near future in statements and questions.

0. Either prepare hand: outs or write, or the board the path you want the students to follow in that lesson e.g., **Basic 3>Traveling Abroad>Grammar>Future.**

5. Tell students they are going to review different ways of expressing the future by doing the Practice sections of the Grammar component in the unit “Traveling Abroad.” Depending on the level of your class, you can suggest that students choose at least one grammar component to practice or divide the class into different groups and assign each of them a different component. Weaker students should start with the component practicing “Simple Present” while stronger students can try the “Will Vs. Going To.” If students are unsure of the differences, they can review the grammar Explanation and animated Example in the Explore sections first. Students who finish early can go on to the Tests, or use the Community Site.
0. If you would like to assess your students’ progress in this component you can ask them to continue to the Test section. Alternatively if students are also using *English Discoveries Online* in a self: access situation, you can ask them to take the test for homework.

Post-Computer Session

Learners will:

- Extract information from holiday brochures.
- Interact for the purpose of planning a holiday together.
- Reflect on their proficiency in expressing future meaning.

0. Divide students into pairs and give each pair a travel brochure. Ask each pair to choose a holiday from the brochure and discuss the places/sights they will see, the people they will meet and the activities they will do. To help students focus their ideas, write the following table on the board:

Places to See	1. 2.
Things to do	1. 2.
People to meet	1. 2.

0. Ask students to complete the table and to write six sentences describing their imaginary trip using the future tenses. Each pair then reads their sentences to the rest of the class. Encourage students to use different future tenses.
0. Ask students to grade from 1: 5 how confident they feel using each of the structures practiced in the lesson. Ask them what activities they think would help them improve their command of these structures.

Intermediate 3: Sport and Fitness

Lesson 1: Listening Component (90 minutes)

Pre-Computer Session
Learners will: <ul style="list-style-type: none">• Activate prior knowledge of the topic sport and fitness.• Enrich their language awareness by learning different uses of the word “fit.”

0. Ask students: “What do you do to keep fit?” Write students’ suggestions on the board, and take a class vote on the most original way for keeping fit.
0. Ask students to look up the word *fit* in a dictionary. They will notice that there are many different ways to use this word, e.g., *These shoes don't fit. We didn't fit in. He didn't see fit to be present at the ceremony. When he hears the price he will have a fit*, etc. Ask the students to make up sentences of their own using the word fit. Ask them if they can think of any examples of multi: meaning words in their own language.

Computer Session		
Component	Title	Summary
Intermediate 3: Sport and Fitness <i>Listening</i>	Radio: Sports	North Star coach, Tina Laurence, is interviewed on the radio about her accident and her comeback
Learners will: <ul style="list-style-type: none">• Understand the main ideas and supporting details in a radio report.• Apply knowledge of conditionals to understand the information in a radio report.		

0. Either prepare handouts, or write on the board the path you want the students to follow in that lesson, e.g., **Intermediate 3>Sport and Fitness>Listening**.
0. Tell students they are going to do the Listening component in the **English Discoveries Online** unit Sport and Fitness. Explain that they are going to listen to a radio interview. Ask them to do the Explore section first and to list any words or expressions they don’t understand. Refer them to the path on the board if they are unsure of navigation.
0. While students are working, go around the class and make sure they don’t have any problems with navigation or comprehension. Encourage them to make use of the different Explore options such as “See Script/Text” and “Record Yourself.”
0. Review any words or expressions students had difficulty with, and ask them to go on to the Practice section. Students who finish quickly can continue to the Test section or use the Community Site.
0. While students are working, go around the class and make sure they understand the Practice exercises. Encourage them to listen again to the interview if they don’t remember it.

Post-Computer Session

Learners will:

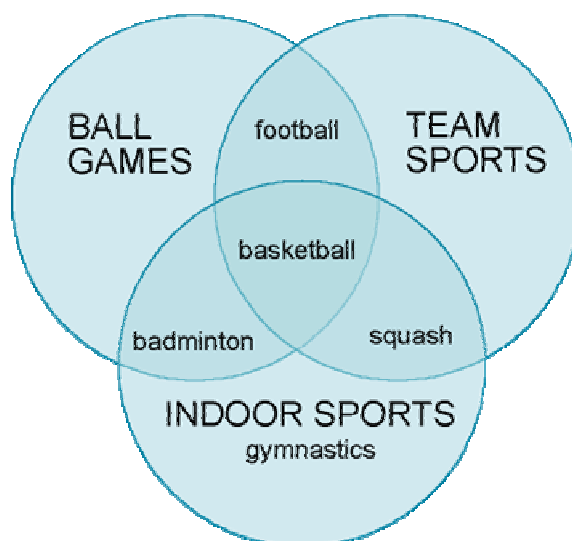
- Interact for the purpose of asking and answering questions in an interview.
 - Reflect on the different activities they have done in the Listening component.
0. Tell students to think of a famous sports personality whom they would like to interview and to write a list of questions they would like to ask that person. Encourage students to share their questions with the class. Divide the class into pairs and ask them to role: play an interview between a journalist and a famous sports personality. They can use the Internet to try to find authentic answers to the questions. If they have access to a cassette recorder, they can tape their interview and play it to the rest of the class.
 0. Ask students to list the different things they have done in the lesson, and to decide which activity they think helped them the most and why. Discuss students' answers with the whole class.

Lesson 2: Reading Component (90 minutes)

Pre-Computer Session

Learners will:

- Interact with each other to express their feelings about health clubs.
 - Identify and categorize vocabulary related to sports.
0. Ask students if they go to a health club. If yes, have them describe the club to the class. If not, ask why not.
 0. Divide the class into pairs or groups. Ask the students to list as many different sports as they can think of. Give them a time limit. Have them divide the sports they have listed into three categories of their choice, e.g., ball games, team sports, sports played indoors, etc. Some sports will fit into more than one category. This can be represented graphically by using a Venn diagram:



Computer Session		
Component	Title	Summary
Intermediate 3: Sport and Fitness <i>Reading</i>	Health and Fitness Today	An article on current trends in health and fitness and the popularity of health clubs.
Learners will: <ul style="list-style-type: none"> • Understand the main ideas and supporting details in an article. • Use the information in an article to complete an advertisement. 		

0. Either prepare handouts, or write on the board the path you want the students to follow in that lesson e.g., **Intermediate 3>Sport and Fitness>Reading**
0. Assign the Explore section of the Reading component that is about health clubs. Ask students to note three facts about health clubs that can be learned from the article.
0. While students are working, go around the class and help them with any problems in comprehension. Encourage them to use the different Explore options such as the “Hear Text,” “Key Words” and “Main Idea.”
0. Discuss with students the different facts about health clubs that they learned from the article.
0. Ask students to continue with the Practice section of the Reading component.

Note: These exercises deal with understanding the main idea, so it is important that students have been introduced to these strategies in class beforehand.

0. While students are working, go around the class and make sure that students understand the Practice exercises. Students who finish early can go on to the Test section or the Community Site.
0. If you would like to assess your students’ progress in this component, have them continue to the Test section. Alternatively, if students are also using *English Discoveries Online* in a self: access situation, they can take the test for homework.

Post-Computer Session

Learners will:

- Produce an advertisement for a health club.
- Reflect on the usefulness of finding the main idea.

0. Re: introduce the advertisement of the health club in the Practice section of the Reading component. Divide the class into groups of three, and ask them to write a short advertisement for a health club. Tell them their advertisement should include the club’s name, its opening and closing hours, and a catchy sentence to describe it. Once the groups have finished their advertisements, they should exchange them with another group for feedback and comments.
0. Discuss how finding the main idea can help you understand a text. Relate to this discussion when students read other texts in class, and remind them of the relevant reading strategies.

Lesson 3: Speaking Component (90 minutes)

Pre-Computer Session

Learners will:

- Enrich their vocabulary on the subject of physical exercise.
- Revise structures for giving advice.

0. Review the vocabulary of the parts of the body that a person might exercise: *neck, shoulders, waist, calf muscles, thighs, knees*, etc. Review the verbs one might use in giving instructions to a physical exercise class: *run, stretch, pull, push, lift, bend, relax, tense, lower, raise*, etc. Students, in pairs, give each other instructions on how to exercise, e.g., *touch your toes, jump, swing your arms*. One gives the instructions, and the other attempts to do the exercise. They then change roles. (Be careful students don't try anything too strenuous.)
0. Ask students *what* kind of advice they would give someone who wants to become a successful athlete. Write their suggestions on the board e.g., *You should practice, you need to eat healthily, you ought to have a professional coach*, etc. Draw students' attention to the structures that can be used for giving advice i.e. the modals *should, ought to, need to*, etc.

Computer Session

Component	Title	Summary
Intermediate 3: Sport and Fitness <i>Speaking</i>	Ten Miles	A man is advising his friend on working out as they leave the gym together.

Learners will:

- Take part in a dialogue in which they give/receive advice.

0. Either prepare handouts, or write on the board the path you want the students to follow in that lesson e.g., **Intermediate 3>Sport and Fitness>Speaking**.
0. Tell students they are going to do the Speaking component in *English Discoveries Online*. Explain that they are going to listen to and participate in a dialogue in which a man is giving his friend advice on how to exercise correctly.
0. Ask students to do the Explore section and find out what advice the man gives.
0. While students are working, go around the class and help students, Encourage them to use the "Record Yourself" and "See Script" features.
0. Check that students have understood the dialogue, and ask them to do the Practice section. Explain that they must choose one of the characters in the dialogue and record themselves taking part in it.
0. While students are working, go around the class and help students with any navigational problems they might have. Listen to their recordings.
0. Ask students to use the Community Site to find a web pal who is interested in sport, and to write him/her an email. Elicit from students some questions they would like to ask and write them on the board for students to refer to, e.g.,

- What is your favorite sport? Why?
- What sports do you play?
- Who is your favorite sports personality?
- Which sports are popular in your country?

Post-Computer Session

Learners will:

- Interact with each other in order to reach a consensus.
 - Produce a list of advice on fitness.
 - Reflect on the usefulness and difficulty of the activities they encountered in the Speaking component.
0. Ask students to list ten pieces of advice they would give someone who wants to lose weight and be fit. If necessary, review modals and other structures used in giving advice. Students then exchange their work with a partner and add comments to their partner's work, saying whether they agree or disagree with what is written. Student pairs discuss their work and agree on five pieces of advice.
 0. Divide the class into small groups and ask students to discuss which aspect of the lesson they most enjoyed, which they found the most difficult and which they felt was the most useful. Encourage them to justify their answers.

Lesson 4: Grammar Component (90 minutes)

Pre-Computer Session

Learners will:

- Review structures for expressing past conditions.

0. Since the grammar component for this unit deals with past conditionals, make sure students are already familiar with these structures beforehand. The computer lesson can then serve as a valuable revision or consolidation lesson for these structures.
0. Write a sentence from the *English Discoveries Online* reading text on the board, for example: "If we had known in the past what we know now, many injuries caused by over-exercising could have been avoided" and ask students what tense is being used and why. Elicit or explain that the sentence is an example of the past conditional that is used to hypothesize about the past. Review formation of this tense: "if + past perfect + would + past perfect." Write some more sentences on the board adapted from the listening text and ask students to complete them, for example:
 - If she hadn't had a tragic accident...
 - If the members of the team hadn't come down with the flu...
 - They would have made it to the finals if...

Computer Session

Component	Title	Summary
Intermediate 3: Sport and Fitness <i>Grammar</i>	More Conditionals: Past Conditionals	Presentation and practice of the past form of conditionals.

Learners will:

- Use past conditionals in sentences and questions to talk about conditions that won't be fulfilled because the time in which they could have taken place has passed.

0. Either prepare handouts, or write on the board the path you want the students to follow in that lesson, e.g., **Intermediate 3>Sport and Fitness> Grammar> More Conditionals**
0. Tell students they are going to review past conditionals by doing the Practice sections of the Grammar component in the unit "Sport and Fitness." If students are unsure of the rules, they can review the Grammar Explanation and animated example in the Explore section first. Students who finish early can go on to the Test or use the Community Site.
0. If you would like to assess your students' progress in this component, have them to continue to the Test section. Alternatively, if students are also using *English Discoveries Online* in a self-access situation, you can ask them to take the test for homework.

Post-Computer Session

Learners will:

- Express regrets about the past.
- Reflect on their proficiency in hypothesizing about the past.

0. Bring in or ask students to bring in pictures of sportsmen and women. Display the pictures and ask the class to suggest regrets that these sportsmen/women might have about the past. Remind students to use the Past Conditional form, e.g., *If I hadn't broken my leg, I would have been able to play in the World Championship.*

Note: This activity is particularly effective if the athletes are controversial in some way.

0. Ask students to assess (from 1: 5) how confident they feel using the past conditional. Ask what activities they think would help them improve their command of this structure.

Advanced 3: Overcoming Difficulties

Lesson 1: Listening Component (90 minutes)

Pre-Computer Session

Learners will:

- Activate prior knowledge of overcoming disability.

0. Write the following names on the board: *Stevie Wonder, Helen Keller, Stephen Hawking, Christopher Reeve*. Ask what these people have in common. Elicit that they are all people who have managed to succeed in life despite their physical disabilities. Ask students to add more names to the list if they can. Discuss with the class the kind of qualities these people would need to succeed in spite of their disability.

Computer Session

Section	Title	Summary
Advanced 3: Overcoming Difficulties <i>Listening</i>	Radio: Sports	A radio review of the “Sports Hall of Fame Awards” show.

Learners will:

- Understand the main ideas and supporting details of a radio sports program
- Draw inferences from information in a radio show.

0. Either prepare handouts, or write on the board the path you want the students to follow in that lesson, e.g **Advanced 3>Overcoming Difficulties>Listening**
0. Tell students they are going to do the listening component in the *English Discoveries Online* unit: Overcoming Difficulties. Explain they are going to listen to a radio program. Assign the Explore section first, and ask them to list any words or expressions they don't understand. Refer them to the path on the board if they are unsure of navigation. Ask students to write down the main idea of the radio program.
0. While students are working, go around the class and make sure they don't have any problems with navigation or comprehension. Encourage them to make use of the different explore options such as “See Script,” “Hear Part” and “Record Yourself.”
0. Review any words or expressions students had difficulty with, and check that they have understood the main idea of the radio program. Assign the Practice section. Students who finish quickly can continue to the Test section or use the Community Site.

Note: These exercises practice understanding main ideas and drawing inferences so it is important that students are already familiar with these strategies.

0. While students are working, go around the class and make sure they understand the Practice exercises. Encourage them to listen again to the radio program if they don't remember it.

0. Ask students to explore the *Talking Idioms* section of the Community Site and find at least two idioms that can be used to express pleasure and two to express disappointment or anger.

Post-Computer Session

Learners will:

- Categorize vocabulary according to positive and negative connotations.
- Reflect on the different activities they have done in the Listening component.

0. Discuss with students the concept of words with negative and positive connotations. Write some examples on the board and have them vote on what kind of word each one is – negative or positive. e.g., *discontented*, *victory*, *winning*, *upset*, *enthusiastic*, etc.
0. Give the students the text of the listening passage, ‘Sports’ from *English Discoveries Online*. Ask them to underline any words/phrases in the text that have a positive connotation, e.g., *triumph*, *overcome*, *you’ve got to hand it to him*, *deserve*, etc. Repeat the exercise and ask the students to find words/phrases that have a negative connotation, e.g., *pessimistic*, *talk him out of*, *prejudice*. Divide the class into pairs, and ask them to perform one role: play using vocabulary from the positive list and one role: play using vocabulary from the negative list. Have students perform their role: plays in front of the class.
0. Ask students to list the different things they have done in the lesson, and to decide which activity they think helped them the most and why. Discuss students’ answers with the whole class.

Lesson 2: Reading Component (90 minutes)

Pre-Computer Session

Learners will:

- Interact with each other to express their opinions regarding the disabled.
- Predict the content of a reading text.

0. Ask the class if they think that disabled people face a lot of prejudice. Ask students to list some suggestions for coping with prejudice against the disabled, e.g., *education*, *public awareness campaigns*, *involvement of disabled people in public life*.
0. Write the title of the reading text, “Mitch’s Helping Hands” on the board. Check that students understand its meaning. Tell them this is the title of the text they are going to read, and ask them to guess what they think the text will be about.

Computer Session

Component	Title	Summary
Advanced 3: Overcoming Difficulties <i>Reading</i>	Mitch's Helping Hands	An article describing “Helping Hands,” an organization devoted to helping people with disabilities
Learners will: <ul style="list-style-type: none">• Understand the main ideas and supporting details in an article.• Understand examples that support main ideas in an article.• Apply their knowledge of tenses and time expressions to follow the sequence of events in an article		

0. Either prepare handouts, or write on the board the path you want the students to follow in that lesson e.g., **Advanced 3>Overcoming Difficulties >Reading**.
0. Tell students to do the Explore section of the Reading component, “Mitch’s Helping Hands,” Ask the students to check if their predictions about the text are correct.
0. While students are working, go around the class and help them with any problems in comprehension and encourage them to use the different Explore options such as the “Hear Text,” “Key Words,” and “Main Idea.”
0. Ask students to go on and do the Practice section of the Reading component.

Note: These exercises deal with understanding the main idea and sequencing, so it is important that students have been introduced to these strategies in class beforehand.

0. While students are working, go around the class and make sure that students understand the Practice exercises. Students who finish early can go on to the Test section or the Community Site.
0. If you would like to assess your students’ progress in this component, have them continue to the Test section. Alternatively, if students are also using *English Discoveries Online* in a self-access situation, have them take the test for homework

Post-Computer Session

Learners will:

- Consolidate information and vocabulary from a text through role-play.
- Interact in a role: play of an interview situation.
- Write a short biographical text.
- Reflect on the usefulness of different reading strategies.

9. Ask students to role: play an interview between a journalist and Mitch Stanfield, the character from the reading text. Encourage students to use the vocabulary from the texts in their role-play.
10. Have students write a short biography of a person who has managed to overcome physical disability. They can refer to the personalities covered in the warm: up exercise, or write a profile of an individual they know personally. Students can illustrate their biography with a time: line showing the most important events in the person's life.
11. Discuss with the class how finding the main idea, and sequencing, can help you understand a text. Relate to this discussion when students read other texts in class, and remind them of the relevant reading strategies.

Lesson 3: Speaking Component (90 minutes)

Pre-Computer Session

Learners will:

- Interact with each other for the purpose of making and responding to polite requests.
- Review the use of modals to make polite requests.

1. Brainstorm with the class problems you might encounter in a restaurant. Write their suggestions on the board, e.g.,
 - The person at the next table is smoking.
 - It is very cold/hot in the restaurant.
 - Some people on the next table are making a lot of noise.
 - The waitress brings you something you didn't order.
2. Discuss how you can make a polite request in such a situation, and what the polite response to such a request would be. Review the use of English modals in polite requests. Divide students into pairs, and have each pair choose a situation from the list on the board. Ask students to role: play the situation, encouraging them to use the language and structures of polite requests.

Computer Session

Component	Title	Summary
Advanced 3: Overcoming Difficulties Speaking	A Bit Deaf	A man in a diner is asking the woman in the next booth not to speak so loudly.

Learners will:

- Take part in a dialogue in which they ask someone not to do something/agree to a polite request.

3. Either prepare handouts, or write on the board the path you want the students to follow in that lesson e.g., **Intermediate 3>Overcoming Difficulties >Speaking>A Bit Deaf.**
1. Tell students they are going to do the Speaking component in *English Discoveries Online*. Explain that they are going to listen to and participate in a dialogue in which a man is making a polite request.
2. Ask students to do the Explore section and find out what is the man's request.
3. While students are working, go around the class and help them. Encourage them to use the "Record Yourself" and "See Script" features.
4. Check that students have understood the dialogue, and ask them to do the Practice section. Explain that they must choose one of the characters in the dialogue and record themselves taking part in it.
5. While students are working, go around the class and help students with any navigational problems they might have; listen to their recordings.
6. Ask students to use the Community Site to chat about charities and voluntary work. They can also use the Idioms section to search for idioms involving parts of the body

Post-Computer Session

Learners will:

- Present an argument for supporting a particular charity.
- Reflect on the usefulness and difficulty of the activities they encountered in the Speaking component.

7. Ask students to list organizations they know for helping disabled people, e.g., *Guide Dogs for the Blind*, *Mencap (for the mentally handicapped)*, *Royal Institute for the Deaf*. Review the language used for persuading people and making requests, such as, *You must agree*, *It's in everyone's interest*, *I'd appreciate it if...* *It would be a great help if...* *There's no doubt that...* etc. Tell students they must prepare a two: minute speech on behalf of a charity that helps disabled people, trying to convince the class to support the charity.
8. Divide the class into small groups and ask students to discuss which aspect of the lesson they most enjoyed, which they found the most difficult, and which they felt was the most useful. Encourage them to justify their answers.

Lesson 4: Grammar Component (90 minutes)

Pre-Computer Session

Learners will:

- Review common errors in use of prepositions.

1. Since the grammar component for this unit deals with the correct use of prepositions, make sure students are already familiar with these structures beforehand. The computer lesson can then serve as a valuable revision or consolidation lesson for these structures.
2. Write the verb *look* on the board. Add prepositions that change the meaning: *at, for, after, up, into, up to, down on, out, over*. Students make up sentences to show how each preposition changes the meaning. Do the same with *break*. Add the prepositions: *into, up, way, out, down*.

Computer Session

Component	Title	Summary
Advanced 3: Overcoming Difficulties Grammar	More Common Errors: Prepositions After Verbs & Adjectives	Presentation and practice of common errors in using prepositions after verbs and adjectives.

Learners will:

- Use the correct preposition after verbs and adjectives in sentences and questions.

3. Either prepare handouts, or write on the board the path you want the students to follow in that lesson, e.g., **Advanced 3 > Overcoming Disabilities > Grammar > More Common Errors**
4. Review the use of prepositions by assigning the Practice sections of the Grammar component in the unit “Overcoming Disabilities.” If students are unsure of the rules, they can review the grammar Explanation and animated Example in the Explore sections first. Students who finish early can go on to the Test or use the Community Site.
5. If you would like to assess your students’ progress in this component, have them continue to the Test section. Alternatively, if students are also using **English Discoveries Online** in a self-access situation, you can ask them to take the test for homework.

Post-Computer Session

Learners will:

- Use prepositions to describe a personal difficulty.
- Reflect on their proficiency in using prepositions..

6. Teach students how to find the correct preposition for a specific verb or adjective by using the dictionary. Ask them to use some of the following phrasal verbs: *to go through, to deal with, to cope with, to come up with, to look forward to* describe a difficulty they have, the way they have/have not been coping with it, a solution and/or hope for the future. For example, a student says: *I have been going through a very difficult time lately! I have back pain. I take a painkiller to deal with it but it doesn't really help. I'm looking forward to the day when somebody discovers more effective medication.*
7. Ask students to rate (from 1: 5) how confident they feel using prepositions. Ask what activities they think would help them improve their command of this grammar point.