



Getting to Know

English Discoveries EXPERT

English Discoveries EXPERT uses advanced technology and design in conjunction with the latest pedagogical principles and best practices for ESL instruction to bring learners a range of English Learning Modules. The advanced Teacher Management System enables teachers to customize the program and its features to the needs of their classes and to access data easily that demonstrates the progress of the students.

English Discoveries EXPERT consists of the following components:

- English Learning Modules
- A Comprehensive Teacher Management System
- Workbooks
- Teacher Lesson Plans
- A community site with regularly updated content

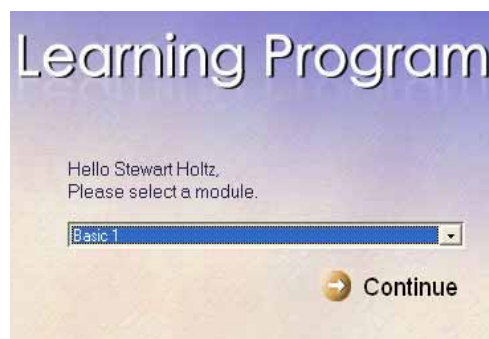
Overview

- Let's Start
- Basic (3 Levels)
- Intermediate (3 Levels)
- Advanced (3 Levels)
- Executive.

Each module is comprised of eight topic-based units. Each unit covers the following learning areas:

- Listening
- Speaking
- Reading
- Writing
- Grammar

The modules are accompanied by a placement test that helps teachers select the level suited to each student's level. The "Contact Your Teacher" feature allows students to communicate with their teachers and receive assignments via an internal email system.



Constructed to address multiple Levels and Learning Styles

L2

Teacher Management System (TMS)

English Discoveries Expert incorporates a sophisticated teacher management system (TMS), which enables teachers and school administrators to maximize their students' learning potential. The TMS provides tools for registering teachers, classes and students as well as for assigning and customizing learning paths. Teachers can use the TMS to track students' progress and view test results. Finally, the Communication feature enables teachers to communicate with their students via an internal email system.



L3

Curriculum

One of the main advantages of computer-assisted language learning is that it is student-centered. This enables each student to focus on the areas s/he is interested in or needs to develop. EXPERT contains five modules: Let's Start, Basic, Intermediate, Advanced and Executive. Within each module of Basic, Intermediate and Advanced there are three levels.

Each level is constructed in a thematic (guided lessons) and modality (skill lessons) format. The program offers hundreds of hours of real-life spoken and written English. Students can read texts from a range of authentic genres, listen to English spoken by native speakers in interesting contexts and improve their knowledge of grammar.



Within each learning area there are tools designed to provide students with the support needed to effectively work through the Listening, Speaking, Reading, Writing and Grammar components. As students move through the Explore (initial instruction), Practice and Test sections, the special features such as: spoken version of the written text, scripts of listening passages, translations, dictionary access and visual aides enable them to be independent learners who can progress successfully at their personal comfort rate.



The Learning Modalities:

Listening

The Listening component is designed to enhance students' comprehension of oral input through exposure to a variety of listening passages (video clips, television shows, radio programs, voice mail messages, etc.) The students use the information accessed through listening passages to complete activities and tasks.



Reading

The Reading component is designed to expose students to different text types (stories, advertisements, letters, postcards, and articles) with explicit emphasis on reading strategies: understanding words in context, identifying main idea, key words, etc. Learners use the information from the texts to complete a variety of activities and tasks.

Reading as with Listening is divided into three different learning models:

- Explore - Presents content with support features to facilitate comprehension.
- Practice - Reinforces content through a range of interactive exercises and activities.
- Test - Tests students' comprehension of the new content.



Speaking

The Speaking component consists of real-life dialogues set in everyday situations, with an emphasis on functional language for daily use.



Each speaking activity is divided into two learning modes:

- Explore – Presents dialogue in animated form with support features to facilitate comprehension.
- Practice – Invites the student to take part in the dialogue by role-playing the part of one of the characters. This is made possible using speech recognition technology.

Writing

In the Writing section the student learns and practices writing skills.

At the Basic level, letters, forms and e-mails are introduced. The students learn about special features of these modes of writing and practice competency filling in writing passages.

At the Intermediate level, the student learns about business letters, reports and office memos. At the Advanced level, the student learns about writing applications, inquiries, complaints, apologies or personal letters. At both the Intermediate and Advanced levels, the students compose their own selection with guidance from sample selections and suggested vocabulary words. The writing selections can be saved for later reference.

The screenshot shows a software interface for writing a business letter. The main window is titled "Business Letter" and contains the following text:

77-03 Green Lane
Tacoma, Washington
April 10

Ms. Lucy Adams
The Science Studies Institute

Dear Ms. Adams,

This letter is in reference to my son's application. I would like to meet you to discuss why my son was not accepted to study at the Science Studies Institute.

Tim, who is very intelligent and motivated, has passed all of the entrance examinations required by your institute. Last June he graduated high school with the highest grades in his class. Since graduation, he has been attending lectures in geography and history at our local college. According to his professors, he has mastered the skills necessary for success at the institute.

Please contact me as soon as possible to set a date for a meeting.

Respectfully yours,
Shirley Roberts

On the right side, there is a "Useful Words" box with the following list:

- intelligent
- motivated
- passed
- examinations
- graduated
- attending
- lectures
- college
- mastered

The interface also features a "Writing" menu on the left with "Explore" and "Practice" options, a "Go On" button, and a "Go To Tools" button in the top right corner.

Grammar

The Grammar component is designed to introduce the grammatical structures in context and provide practice in them. Animated, humorous examples illustrate the use of the grammatical structures and facilitate their acquisition.



Each Grammatical topic consists of three learning modes:

- Explore - Gives a detailed explanation and shows an example of a grammatical point in the context of an animated dialogue.
- Practice - Provides exercises for the reinforcement of the structure.
- Test - Tests students' mastery of the new structure.

Description of Units

Unit Name	Unit Description
Meet A Rock Star	This unit deals with the excitement of a rock show and meeting your favorite star. Learners will listen to a radio report from a rock show. They will listen to and take part in a dialogue about fans looking for their rock idol, and read a personals ad from a rock star looking for a girlfriend. The grammar section deals with the verb "Be": affirmative, yes/no questions and contractions.
Against The Law	This unit deals with crime and the law. Learners will watch a video clip about the mysterious Mr. Montenegro and the Blue Angel necklace. They will listen to and take part in a dialogue about a young man getting a parking ticket, and read a story about a woman who has her wallet stolen in New York City. The grammar section deals with "Be": short answers and demonstratives.
At The Restaurant	This unit focuses on eating out. Learners will listen to a radio ad about a café. They will listen to and take part in a dialogue in which two women decide what to eat at a restaurant. They will read about a new Mexican restaurant in New York City. The grammar section deals with noun: singular/plural, there is/there are and articles.
Going Out	This unit focuses on dating and going out. Learners will watch a video clip of two young women in a restaurant discussing a young man. They will listen to and take part in a dialogue between two people deciding whether to take a taxi or not, and read a story about a young man writing a note to a young woman. The grammar section deals with Present Progressive: negative and Wh questions.
On A Business Trip	This unit is about being away on a business trip. Learners will listen to a voice mail message giving details of a business lunch in a Chinese restaurant. They will listen to and take part in a dialogue between a waitress taking an order from a customer, and will read an article about special hotels designed for women on business trips. The grammar section deals with Present Progressive: affirmative, yes/no questions and short answers.
About People	This unit is about people and families. Learners will listen to an outgoing voice mail message from the Dixon family. They will listen to and take part in a dialogue of a young man being interviewed about his studies, and will read a postcard about a family on vacation in Monaco. The grammar section deals with "Be": negative, and Present Progressive: spelling changes.
For Sale	This unit focuses on things for sale. Learners will listen to an ad for a sale at a department store. They will listen to and take part in a dialogue

Unit Name	Unit Description
	with a man setting up an appointment to present his new products, and will read a "for sale" notice for a sports car. The grammar section deals with possessive nouns and Present Progressive: Contractions.
On The Move	This unit deals with travel and transportation. In it learners will watch a video clip of a man enquiring about the price of a bus ticket and where the bus stop is. They will listen to and take part in a dialogue between a couple at a bus stop, and will read a story about a woman on train trip to Washington, D.C. The grammar section deals with pronouns: subject, object and possessive.

L4

Support Tools

The modules are accompanied by a number of tools aimed at providing support for the learner.

- Bilingual audio dictionary
- Speech recognition engine to evaluate students' spoken language.
- Optional mother-tongue support
- Students' Progress Records
- Help Screens

Bilingual Dictionary

The Bilingual Dictionary enables the student to click on any word, other than a proper noun, and hear the word, see a definition and see a translation of the word in his/her native language.





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Sample Workbook Pages

GRAMMAR – PAST SIMPLE: REGULAR VERBS / IRREGULAR VERBS / QUESTIONS

Understanding Biographies

a. Imagine you are interviewing the actor Robert Richman from the Speaking component. Read his answers and then write your questions.

You: When _____ ?

Robert: I started my acting career when I was nine years old.

You: Why _____ ?

Robert: I liked being a child actor because I loved all the attention.

You: When _____ ?

Robert: I got my first serious acting job as an adult in the movie, "A Long Road to Walk".

You: What _____ ?

Robert: I won an Oscar for "The Hero of the West". It's my favorite movie.

You: When _____ ?

Robert: I wrote my biography two years ago. It was very successful! Everyone wants to know about the life of Robert Richman!

b. Write Robert Richman's biography. Use the sentences from a to help you.

Robert Richman

Robert Richman was born in 1965. He started his acting career when...

AGAINST THE LAW

LISTENING – TV: MYSTERY

Introducing People

- a. Susan Bailey and Mr. Montenegro met each other for the first time in the video. Mark the sentences below that you can use to introduce people to each other.

1. Nice to meet you! _____
2. Can I have a menu please? _____
3. This is my friend from New York. _____
4. How do you do? _____
5. Thank you. _____
6. Yes, it is. _____
7. How are you? _____
8. Please, call me Mike. _____

- b. Susan is introducing Mr. Montenegro to another friend of hers. Use the sentences above to complete the dialogue.

Susan: Hello, Mr. Montenegro!

_____?

Mr. Montenegro: Fine thanks, Susan. How are you?


Susan: Great! Mr. Montenegro, _____, Tom Smith.

Mr. Montenegro: _____, Mr. Smith.

Mr. Smith: _____, Mr. Montenegro?

Mr. Montenegro: _____ Sergio!

- c. Practice the dialogue from *b* in groups of three. Take turns introducing each other.



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**Ideas for
Creating
Lessons**

Lesson 2: Reading Component

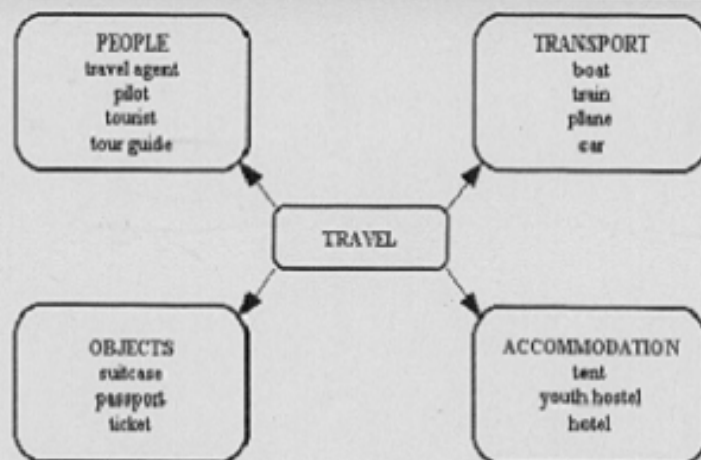
(approximately 90 minutes)

Pre-Computer Session

Learners will:

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

1. 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:



2. 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:

- Understand the main ideas and supporting details in a story.
- Understand the sequence of events in a story.

1. 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**.
2. 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.

3. 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."
4. 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.
5. While students are working, go around the class and make sure that students understand the Practice exercises.
6. 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

Ask students if their predictions proved correct and encourage students to share their versions with the rest of the class.

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 5: Unit Project

Planning and Promoting a Health Club

Learners will:

- Interact with each other in order to plan a health club.
- Produce a short piece of writing to promote their health club.
- Use given criteria to prepare and improve their presentations..

Description

Students plan a health club: facilities and activities. They then promote their health club with a promotional pamphlet and a radio jingle. Finally, they examine each other's clubs and choose the one that meets their personal needs.

Preparation/Materials

Pupils can find ideas for their projects in health and fitness magazines and from the reading text, 'Health and Fitness Today' in *English Discoveries Online*.

- Classes with Internet access will be able to find ideas in the following sites:
 - <http://exercise.about.com/cs/healthclubs/>
 - <http://www.livingwell.co.uk/about/>

Procedure

1. Discuss with the class what makes a good health club, and write their ideas on the board to use as a prompt later.
2. Tell students that public awareness of the need for exercise and health care has grown over the last few years in the area where they live. There is a need for attractive gym facilities, health services and activities. In groups, they must plan and promote a new health club.
3. Each group must produce at least three of the following:

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- Labeled floor plan of the health club. This could include details such as a sauna, a weight lifting facility, a room for aerobics/yoga, etc.
 - A weekly schedule for club activities in the form of a table.
 - A promotional pamphlet to attract the public to become members.
 - A radio jingle to advertise their club.
4. Students present their clubs to the class.
 5. Students decide which clubs they would like to join. Ask them to justify their choices
e.g., *I would like to join Heavenly Health Club because they have a swimming pool and they are open till 11.00 pm. Besides, I liked their jingle. There is also a judo class on Monday that suits my timetable.*

Assessment/Feedback

Students can use the following checklist to assess their own work:

Health Club Project Check List	Yes	No
Is your floor plan clear and practical?		
Is the weekly schedule easy to understand?		
Does your club have a good range of activities?		
Does your brochure/radio jingle do a good job of advertising your club?		
Have you paid attention to spelling and grammar?		