

USING BURLINGTON ENGLISH FOR GAINS IN ESL CLASS

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Temple College

Agenda

- Introductions - name tags
- Introduction into Burlington English
- How we use it at Temple College
- How it helps our students make gains
- How BE makes lesson planning easier for the teacher
- Teaching strategies we incorporate to help students make gains in addition to BE

Welcome everyone!

- Who are we?
 - Dr. Marla Rea and Helene Laicer
 - We work for Temple College
- We do NOT work for Burlington English! We just love the program 😊

What is Burlington English?

- Burlington English is a unique blended English program for adults. It offers comprehensive General English Courses as well as a wide range of Career Courses, and provides a complete language-learning solution. Students get any time-anywhere access to state-of-the-art online interactive courses.

With Burlington English, students effectively improve their pronunciation, vocabulary and overall fluency, giving them the confidence to communicate successfully in any situation.

From Burlington English

How we use BE at Temple College

- The first thing we do is use their score report to help us place students in the appropriate level based on their CASAS score.
- We then have all teachers follow the same lesson plan format that incorporates BE.


BurlingtonEnglish Placement Chart

Increase your students' success with BurlingtonEnglish

| NRS | BURLINGTONENGLISH | | | | CASAS | | BEST | | TABE CLAS-E | | |
|-----------------------|---|---|---|---|---|--------------|---------------|---------------|------------------------|---------------------|---------|
| | | | | | Listening (980 series) | Reading | BEST Plus 2.0 | BEST Literacy | Listening and Speaking | Reading and Writing | |
| Advanced ESL |  |  |  |  | Soft Skills, and Courses for Specific Careers | C 219-227 | C 221-235 | 525-564 | 76-78 | 559-600 | 557-600 |
| High Intermediate ESL |  |  |  |  | | B 210-218 | B 211-220 | 485-524 | 68-75 | 526-558 | 515-556 |
| Low Intermediate ESL |  |  |  |  | | B 200-209 | B 201-210 | 453-484 | 64-67 | 486-525 | 483-514 |
| High Beginning ESL |  |  |  |  | | A 190-199 | A 191-200 | 428-452 | 53-63 | 450-485 | 442-482 |

Lesson plan format that we use

- Greetings/check in - 5 minutes
- Objectives - 2 minutes
- Civics lesson - 15 minutes - *lesson and then assess if your students learned*
- Burlington English lesson - 45 minutes to 1 hour
- Expansion/discussion as needed - *add more grammar practice, conversation in breakout rooms, BE expansion worksheet, further assessment, etc.*
- Second Burlington English lesson (if time allows)



Course & Lesson Planner



In-Class Lessons



Worksheets



Student Lessons



Vocabulary Practice



My Portfolio



Progress



Burlington English

Lesson Plan

Burlington Core Low Intermediate

Lesson Plan

Module 1: Personal Information • Lesson 1: Listen & Speak

TALKING TO NEIGHBORS

LESSON OVERVIEW

ABOUT THE LESSON

In this lesson, two neighbors meet for the first time. Students listen to their conversation and practice introducing themselves. Students identify topics of a conversation, role-play a conversation between neighbors, and ask and answer *wh-* questions.

PACING OPTIONS

| | |
|---|---------|
|  Full Lesson | 90 min. |
|---|---------|

To **EXPAND** the lesson, add:

| | |
|---------------------|---------|
| Expansion Worksheet | 30 min. |
| Additional Activity | 30 min. |

| | |
|---|---------|
|  Full Lesson | 60 min. |
|---|---------|

To **SHORTEN** the lesson, do:

| | |
|----------------|---------|
| Listen + Speak | 30 min. |
| Speak | 20 min. |


Vocabulary Practice
on smartphones 

WORKSHEETS

- ICL: Lesson Wordlist
- ICL: Listen
- Expansion

CRITICAL THINKING SKILLS

- Interpret
- Use Context Clues
- Communicate
- Adapt

LESSON WORDLIST

The headings in the list below refer to the ICL tab where the words are first introduced.

Get Ready

introduce
neighbor
shake hands

Vocabulary

agree
I appreciate your help.
I'm originally from ...
improve

Objectives

ABOUT THE LESSON

In this lesson, two neighbors meet for the first time. Students listen to their conversation and practice introducing themselves. Students identify topics of a conversation, role-play a conversation between neighbors, and ask and answer *wh-* questions.

Get Ready

Vocabulary

Listen

Speak

Review Game

1

2

3

4

5

6

7

8

9

10

11

In this lesson, two neighbors meet for the first time. You are going to listen to their conversation and practice introducing yourself.

You will:

- identify topics of a conversation
- role-play a conversation between neighbors
- ask and answer *wh*- questions



Facilitate don't dominate!



▼ Introducing Yourself

When people meet for the first time, they introduce themselves and shake hands.

INTERPRET Look at the picture and discuss the questions.

1. Who are the people in the picture?

2. How do you know they are meeting for the first time?

3. What do you think they will talk about?

NOW YOU How well do you know your neighbors? What do you talk to them about?

When teaching vocabulary or grammar..



USE CONTEXT CLUES Learn key vocabulary from this lesson. Choose the answers that mean the same as the words in bold.

1. I'm **originally from** Peru, but today I live in the United States.

a. I was born in

b. In the future, I will live in

2. Thanks for washing the dishes! I **appreciate your help**.

a. can't use your help

b. thank you for your help

3. I see my parents often because they live **nearby**.

a. far from me

b. close to me

First listening activity about meeting neighbors



 Hazel and Sofia are meeting for the first time. Listen to their conversation. Then choose the 4 correct answers.

What does Sofia tell Hazel?

- a. where she lived before
- b. why she moved
- c. how many children she has
- d. where she works
- e. where her husband works
- f. what her husband is studying

Third listening activity



Sofia and Hazel meet again a week later. Listen to their conversation and answer the questions.

1. What problem does Sofia have?

2. How can Hazel help her?

NOW YOU Do you help your neighbors? Do they help you? Give examples.

Speaking activity #1

Get Ready

Vocabulary

Listen

Speak

Review Game

1

2

3

4

5

6

7

8

9

10

11

▼ Wh- Questions

Use *wh-* questions to get information. When people meet for the first time, they often ask each other *wh-* questions.

Match the *wh-* questions to the answers.

1 Where are you from?

2 What brought you here?

3 What do you do?

4 How many hours a week do you work?

5 What does your husband / wife do?

6 How do you like your job?

a. He's / She's a teacher.

b. I'm a nurse.

1 c. I'm originally from Haiti.

d. It's great! Thanks for asking.

e. I wanted to be near my family.

f. Twelve.

Speaking activity # 2

COMMUNICATE In pairs, choose 3 questions. Practice asking and answering them so they are true for you.

- Where are you from?
- What brought you here?
- What do you do?
- How many hours a week do you work?
- What does your husband / wife do?



Speaking activity # 3

ADAPT Practice the conversation in pairs. Then role-play a similar conversation and make it true for you.



Li: Hi, I'm Li. I live next door. I just moved here.

Jane: Hi, I'm Jane. Nice to meet you. Where are you from?

Li: I'm originally from South Korea. I moved to the U.S. five years ago.

Jane: So what brought you to Miami?

Li: My girlfriend is from here.

Jane: Oh, that's nice. What do you do, Li?

Li: I'm a server at a restaurant. And what do you do, Jane?

Jane: I don't have a job. I'm studying English.



Final activity

- Burlington English always ends the lesson with a review game to go over all the material the students learned. Sometimes we like to add another assessment to make sure students learned.
- A lesson closure I like to use a lot are exit tickets. I may have them complete a 3-2-1. Write three things they learned, two things they have a question about, and one thing they want me (the instructor) to know.
- ***If you were teaching this lesson, what do you think a good lesson closure or formative assessment could be?***

Now let's look at a grammar lesson

Simple Present

Use the simple present to talk about habits, routines, and facts.

Positive

I **work** at a supermarket.

He **works** at a supermarket.

Negative

She **doesn't work** at a supermarket.

They **don't work** at a supermarket.

Yes / No Questions and Short Answers

Do you **work** at a supermarket? Yes, I **do**. / No, I **don't**.

Does he **work** at a supermarket? Yes, he **does**. / No, he **doesn't**.

Wh- Questions

Where **does** she **work**?

When **do** they **work**?

BE - Grammar Practice

| Get Ready | | Presentation | | Practice | | | | | Review |
|-----------|---|--------------|---|----------|---|---|---|---|--------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Choose the correct answers.

1. Maria forgets / is forgetting / forget her phone at home sometimes.

2. Isabella are watching / watches / is watching TV now.

3. Filip and Maja doesn't work / don't work / aren't working on the weekends.

Grammar activity # 3

1. Mia usually , but today she .
(drive to work / take the bus)



2. It's Friday night. Right now, Ali . He often on Friday nights, but he's tired tonight.
(watch TV / meet friends)



Final grammar activity

COMMUNICATE Take turns asking and answering the questions with a partner.

1. What do you do for fun on the weekend?
2. Who are you talking to at the moment?
3. What is the teacher wearing today?
4. How often does it rain in your city or town?
5. When does your school day usually start?



What else does BE have?



The screenshot shows a news website interface. At the top, there are navigation tabs for 'HOME', 'INTERNATIONAL NEWS', and 'LOCAL NEWS'. Below the navigation is a header image with two photos: a man in a striped shirt behind a counter with food, and a woman in a black hijab styling a woman's hair. The main article title is 'IMMIGRANT SUCCESS STORIES' in large blue letters. Below the title is the subtitle 'Immigrants are opening businesses in the United States' and the author 'by Tanya Gesson' and date 'June 16, 2019'. The article text begins with 'Can immigrants open businesses? Yes, they can. Did you know that more than two million U.S. business owners were born in other countries? Owning a business is risky. You can make money, but you can also lose money.'

HOME INTERNATIONAL NEWS LOCAL NEWS



IMMIGRANT SUCCESS STORIES

Immigrants are opening businesses in the United States

by Tanya Gesson June 16, 2019

Can immigrants open businesses? Yes, they can. Did you know that more than two million U.S. business owners were born in other countries? Owning a business is risky. You can make money, but you can also lose money.



▼ Titles and Subtitles



The title of a text often tells you what the topic is. Sometimes there is also a subtitle that gives you more details about the topic.



Read the title and subtitle. Then answer the questions.

1. What is the title of the article?

2. What is the subtitle?

3. What do you think a success story is?

NOW YOU Do you know anyone who opened a business in the U.S.? If you do, what business did they open?

What else does BE have?

- Each module also includes a lesson where students watch a video and speak about what they saw.
- They also have what they call their life skills lessons that can help students learn about things such as applying for jobs online, how to read a pay stub or even how to read a medicine label.

BE Writing Activity

COMMUNICATE You are going to write a bio about a classmate. To prepare, ask your partner the questions below and write down the answers. You don't need to write in full sentences.

Past

1. Where did you use to live before you moved to the United States?
2. When did you move to the United States?
3. Did anyone help you when you arrived? Explain.

Present

4. Where do you live?
5. What do you do?

Future

6. What do you think you will do in the future?

Sample bio from BE



Javier Cortez

Javier used to live in Honduras. He moved to the U.S. in 2017. His first year wasn't easy. He needed to learn many new things. But Javier had help. His cousin lived in Los Angeles. He helped Javier find a job and an apartment to rent. Today, Javier lives in San Francisco. He works part-time in a clothing store. Next fall, he is going to start college to study business. He hopes he will own a store one day.



▼ Sequence

In a bio, describe past events first, then present events, then future events. Use verbs in the correct tense.

ANALYZE Read the bio and do the activity. The verbs in the bio will help you.

1. Name one thing we learn about Javier's past.

2. Name one thing we learn about Javier's present life.

3. Name one thing we learn about Javier's future.

What about homework?

How can my students practice at home?

Homework in BE

- The very first activity students work on the pronunciation of the vocabulary words.

Learn these words. Listen and record yourself.



introduce



neighbor



shake hands



agree



I appreciate your help.



I'm originally from ...



improve



nearby



Nice to meet you.



Nice to see you again.

Complete the conversations.

Thanks for asking.

What brought you to

What do you do?

I appreciate your help.

Nice to see you again.

I'm originally from

Nice to meet you.

Welcome to

1. **Wilson:**

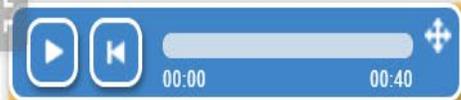
Cathy: I'm a bus driver.

2. **Brad:** Where are you from?

Stanley: Haiti, but I moved here last year.

3. **Sun-Li:** Hi, I'm Sun-Li.

Mary: Hi, I'm Mary.



Sofia and Hazel meet again a week later. Listen to their conversation and choose the correct answers.

1. What is the problem with Sofia's job?

- a. It's full-time.
- b. She works on Saturdays.
- c. It's part-time.

2. What does Sofia want to do?

- a. work flexible hours
- b. work evenings
- c. work more hours

3. What does Hazel offer to do?

- a. give Sofia a job at the supermarket
- b. talk to her husband about a job for Sofia
- c. work with Sofia in the afternoons

Read and listen to the conversation. Then choose a character and record their part.

MEETING A NEIGHBOR



Maria: ▶

Hi, I'm Maria. I'm your new neighbor.



Ted: ▶

Hi, I'm Ted. Nice to meet you.



Where are you from?



Maria: ▶

I'm originally from Italy.



I moved to the U.S. 10 years ago.



Ted: ▶

What do you do?



Maria: ▶

I'm taking classes to improve my English.



I also have a part-time job at a grocery store.



What do you do?



Ted: ▶

I'm a nurse.



I have a full-time job at a doctor's office.



There's an app for that...

- How will I know how they did?
- Is it convenient?



Course & Lesson Planner



In-Class Lessons



Worksheets



Student Lessons



Vocabulary Practice



My Portfolio



Progress



What about test practice?

- Our first priority is for our students to improve their English skills. We know that by providing them great lessons and strong teachers they will improve.
- However, sometimes a little test practice to help students get used to the standardized test and over test anxiety can also be extremely beneficial.



5

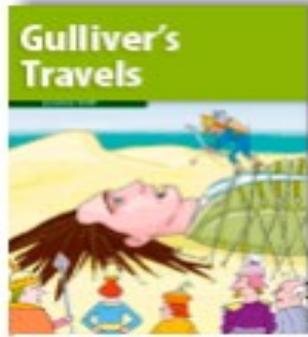
What time does the post office close?

- A. at 5:00 p.m.
- B. at 8:30 a.m.
- C. from 8:30 a.m. to 5:00 p.m.
- D. at 5:00 a.m.

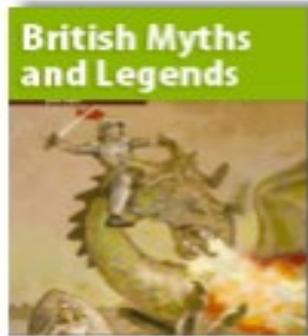
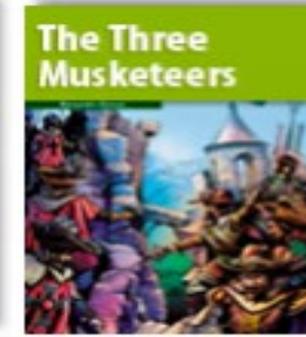
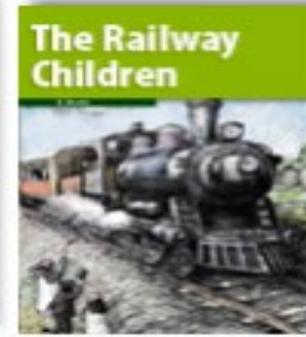
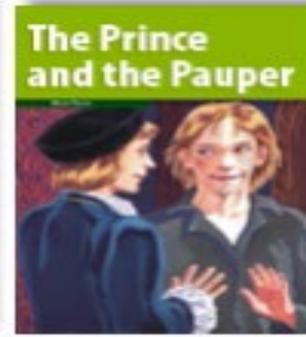
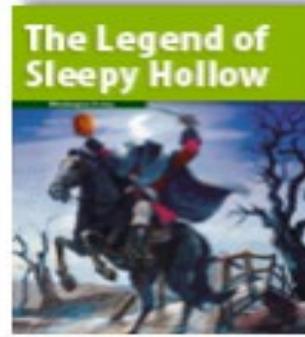
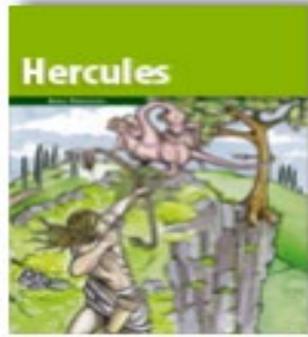
Readers

Books

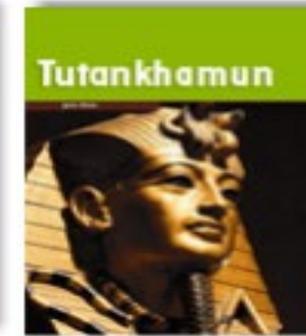
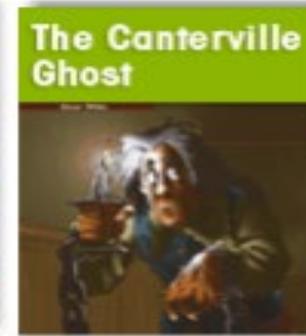
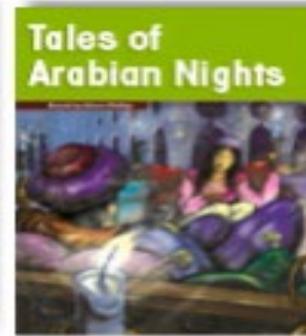
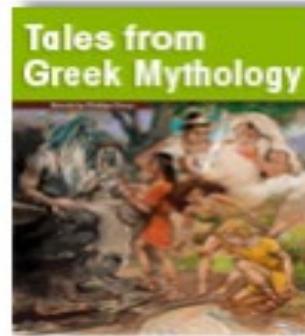
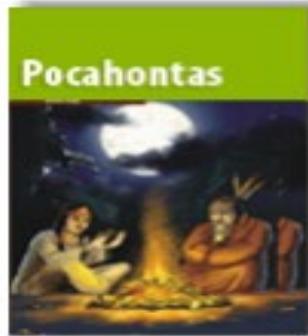
Audio



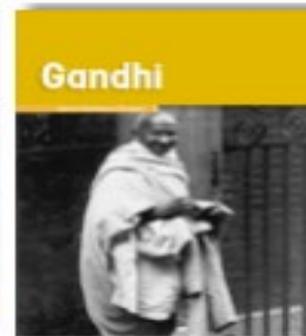
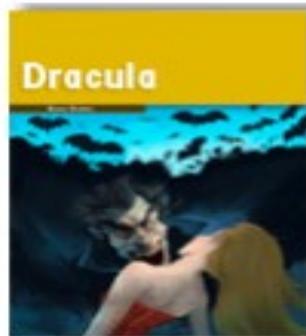
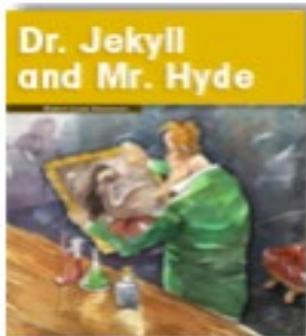
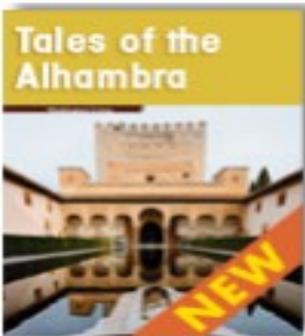
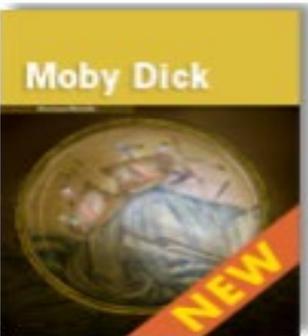
Beginners



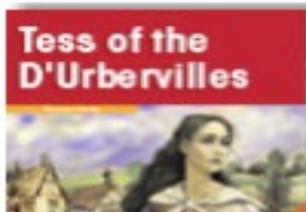
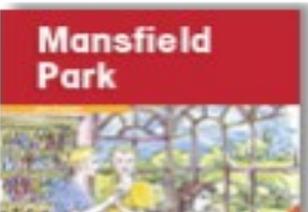
Beginners



Intermediates



1-6 / 9





Highlight

HERCULES

Chapter 1: Hercules and Hera



Zeus is the king of the gods and Hera is his wife. One day, Zeus has a baby son. The baby's name is Hercules. Zeus has many children, but Hercules is his favorite son. The other gods give Hercules many presents.

Hera isn't the baby's mother. He has a human mother. Hera



HERCULES

Chapter 1: Hercules and Hera



Zeus is the king of the gods and Hera is his wife. One day, Zeus has a baby son. The baby's name is Hercules. Zeus has many children, but Hercules is his favorite son. The other gods give Hercules many presents.

Teaching strategies – assessments

- [Assesments for ESL \(Assessment for ELLs - YouTube - https://www.youtube.com/watch?v=q6fG4FmibEQ&t=263s](https://www.youtube.com/watch?v=q6fG4FmibEQ&t=263s)

| | |
|-----------------------|---|
| Whip Around | Students quickly and verbally share one thing they learned in the class today. You can have them toss a ball from one to another or just have volunteers. (Caveat - you have to have a safe, trusting environment. I have seen this done where kids chose others based on their perception that the student won't have anything to say.) OR Ask a question then call on each student, in turn for an answer. Students always have the right to say 'I pass'. |
| 3-2-1 | 3 things they learned, 2 things they have a question about, 1 thing they want the instructor to know - post-its, index cards or whatever. |
| Fishbowl | Student writes one question they have about the topic of the current lesson. This can be something for which they know the answer or for which they want an answer. Form an inner and outer circle. Share question with the person in front of you to see if they know the answer, switch who is asking question, if time rotate to a new partner. |
| Three W's | Students discuss or write: <ul style="list-style-type: none"> • What did we learn today? • So What? (relevancy, importance, usefulness) • Now What? (how does this fit into what we are learning, does it affect our thinking, can we predict where we are going) |
| Pair/Share | Tell the person next to you 2 (3,4,5,...) things you have learned today, then the group's report out. Variation of this is Think/Write/Pair/Share |
| Quick doodles Doodle | Draw two or three concepts presented in the lesson may include words or numbers. |
| Postcard | Students are given an index card and they write a postcard to their parents explaining the day's lesson. |
| It fits where? | Students create a 'timeline' of the concepts taught (sequence the concepts) or explain a connection to something else they know. |
| Where are we going? | Students predict the topic of tomorrow's lesson. Be sure to refer to the predictions the next day as either an opener or in closure. |
| Commercial | Students write a 1-2 minute commercial to use at home when asked, 'What happened in math today?' |
| 4 box synectics | Synectics connect unrelated ideas through metaphor. Students have a sheet with four boxes. In each box is a stem. <ul style="list-style-type: none"> • Solving equations is like eating an orange because... or • Solving equations is like driving a car because... |
| So what's up with...? | Students raise questions about something they either were unsure about or need clarification. Can be done orally or written. combine with Pair/Share or other small group for immediate processing or with exit slips/ticket out the door. |

| | |
|-------------------------|---|
| Numbered heads together | Students in groups of up to five are numbered sequentially. As a group they create a list of 3-5 things learned in the lesson and then the teacher calls one number from each group to report to the class something they learned. |
| Exit Slips | <p>Students are provided with a slip of paper, often a half page with a question or two for them to answer just prior to exiting the classroom.</p> <ul style="list-style-type: none"> • The exit slips are generally anonymous. • Exit slips usually include questions that relate to strengths and weaknesses of the class, most inspiring points or confusing points from the previous lesson, or feedback to the teacher as to what is working, or where the students would like to go next within the class. • Asks the student to self-rate their understanding and write down one thing they would like to know more about. |

Lesson closing can be one or some combination of the purposes above. It should be a meaningful end to the lesson.

- Reviewing the key points of the lesson.
- Giving students opportunities to draw conclusions from the lesson.
- Describing when the students can use this new information.
- Previewing future lessons.
- Demonstrating student's problem-solving process.
- Exhibiting student learning.
- Creating a smooth transition from one lesson to the next lesson.
- Today, we did this...tomorrow we will continue by doing that...
- Keep in mind that not every objective, every day, needs to have both a declarative (what you know) and procedural (what you can do) element. Consider flipping the order of *introducing the content objective* and *activating prior knowledge*.

Lesson closure – *assessments*

- How can you use quick assessments in your classroom/program? Provide examples. Turn and talk to a colleague.
- *Fist to five – how do you feel about incorporating quick assessments at the end of each lesson?*

Go beyond modeling - *think aloud*

- Modeling for students is very important but thinking aloud takes it one step further. By thinking aloud the teacher engages students by showing them how to perform a skill while describing each step with a rationale.
- This provides students with both a visual and verbal example of what they will be expected to do.
- [Think aloud video](https://www.youtube.com/watch?app=desktop&v=UmhLgsBD1-I) - (<https://www.youtube.com/watch?app=desktop&v=UmhLgsBD1-I>)
- [I do, you watch and listen](#)

Wait time!

- **After you ask a question give your students time to think!**

- Importance of wait time

- (<https://www.youtube.com/watch?app=desktop&v=sCLRrmeLk6A>)

- Wait time in the classroom -

- (<https://www.youtube.com/watch?app=desktop&v=traRxyuf5rs>)

One last thing to remember...

- Your students will only rise to the level you hold them to. I think we sometimes forget how capable our students are. If you want them to reach higher levels hold them to higher standards.
- They can do it and so can you!

Questions, comments, or concerns?

- Any questions, comments, or concerns you may have?