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THE PUBLISHER THAT CARES

# **A Teacher's Dozen: Activities to Engage Your Learners**





**BURLINGTON ENGLISH®**

THE PUBLISHER THAT CARES



**Warm Up**



**Grammar**



**Pronunciation**



**Vocabulary**



**Listening**



**Reading**



**Writing**



**Speaking**



**Career  
Preparation**



**Integrated  
Skills**



**Digital  
Literacy**



**Multiple-Response**



## Warm Up Act

## Connection Question

Ask questions related to  
and introduce the topic

## Writing Prompt

Put a picture or sentence  
sentences, or questions

## Mind Map

Write a topic or idea on  
mind when they think of

Burlington Core High Beginners		Lesson Plan
Module 1: Personal Information • Lesson 1: Listen & Speak		
LESSON PLAN		
<b>ICL</b> WARM UP	10 min.	<b>Whole-class Activity</b> (Before opening the ICL) Write the name of the new module on the board: PERSONAL INFORMATION. Ask students to suggest words / phrases that come to mind when they think about personal information. Write their ideas on the board and create a mind map. For example: <div style="text-align: center; margin-top: 10px;"> </div>
INTRODUCE	10 min.	<b>ICL: Get Ready</b> <b>Activity 1:</b> Write the name of the lesson on the board: <i>Achieving Goals</i> . Introduce the topic of the lesson and the objectives. <b>Activity 2:</b> Elicit students' prior knowledge of the lesson topic and start introducing relevant vocabulary and concepts through a short activity.
PRESENT, PRACTICE, & APPLY	10 min.	<b>ICL: Vocabulary</b> <b>Activity 3:</b> Teach key vocabulary to prepare students for the listening comprehension. The wordlist for the entire lesson appears on the <i>ICL: Lesson Wordlist</i> worksheet.
	25 min.	<b>ICL: Listen</b> <b>Activities 4-6:</b> Have students listen to a reporter talking to two students and check their comprehension through a series of activities. Students can do Activities 4 and 6 on the <i>ICL: Listen</i> worksheet.
	15 min.	<b>ICL: Speak</b> <b>Activity 7:</b> Have students role-play conversations about their own goals.
PRESENT, PRACTICE, & EVALUATE	10 min.	<b>ICL: Vocabulary Focus</b> <b>Activity 8:</b> Introduce and practice additional vocabulary.
	10 min.	<b>ICL: Review Game</b> <b>Activity 9:</b> Play a team game to review the lesson.

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## Grammar

### Is this correct?

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correct

### Mix & Match

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Use

"There's no doubt about it – Mr. Hyde is the murderer," said the inspector excitedly. "He made two mistakes. First, he kept the cane. Secondly, he burned his checkbook. He will need to go to the bank to get money because he can't write checks now. We'll wait for him there. It will be easy to catch him!"

## Annotate

Prepare a passage with grammatical errors (grammar skills previously taught) and have students identify all errors they can spot.





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← Burlington Core Low Intermediate: Vocabulary Practice

1. Personal Information:  
1. Listen & Speak: Talking to Neighbors

Nice to meet you.

Translation

Encantado de conocerte.

Example Sentence

Nice to meet you. My name is Carla.

☆ Add to personal words      ↻ Reset

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# Vocab

## Charades

Have students act out words for their members to guess.

## Categories

Have students categorize words (examples: animals, colors, etc.) students write the word in the category.

## Hot Seat

Have students sit in a circle and take turns being the "hot seat" where they answer questions from their classmates.

Burlington Core High Beginners: Vocabulary Practice

Listen to the English word, then highlight the word in the puzzle and drag it to the clue.

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# Listening

## Stand Up

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## Simon Says

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## Dialogue I

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←
BURLINGTON CORE High Beginners
ICL Audio Scripts

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

**ACHIEVING GOALS**

**ADAPT Practice the and the responses**

**Roberto: W**

**Luisa: In**

**Roberto: TH**

**Luisa: W**

**Roberto: I v**

**Luisa: W**

**Roberto: TH**

**Listen: Activities 4, 5, and 6**

**Reporter:** Today I'm at the Redwood Adult School. It's the first day of classes! Let's talk to some of the students ...

Here's the first student. Hello! What's your name?

**Elisa:** Hi. I'm Elisa.

**Reporter:** Where are you from, Elisa?

**Elisa:** I'm from Mexico.

**Reporter:** I see. So, what are you studying?

**Elisa:** I'm taking English classes.

**Reporter:** And what are your goals?

**Elisa:** Well, in the future, I want to be a teacher. But first I need to improve my English. Then I need to go to college!

**Reporter:** That's great! Thank you Elisa, and good luck!

**Elisa:** Thanks.

**Reporter:** Let's talk to another student. Hello, sir. What's your name?

**Milo:** My name is Milo. I'm from Brazil.

**Reporter:** So tell me, what are you studying at Redwood?

**Milo:** Restaurant management.

**Reporter:** That sounds interesting. Do you work in a restaurant?

**Milo:** Yes. I'm a server. But my goal is to open my own business - a restaurant!

**Reporter:** How exciting! Well, good luck to you!

**Milo:** Thank you.

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← Burlington Core Low Intermediate: 1. Personal Information: 3. Read: Immigrant Success Stories

Get Ready	Vocabulary	Read	Vocabulary Focus	Review Game
1	2	3	4	5 6
			7	8 9

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. Immigrants know a lot about taking risks. They already took a big risk when they moved to a new country.

Darren grew up in Jamaica. His parents used to own a bakery there. When he moved to the United States in 2003, he needed to make a living. He found a job at a restaurant and worked there for 10 years. But Darren had

**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?





**Write**

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**Writer**

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← Burlington Core High Beginners: 1. Personal Information: 8. Write: A Description of a Person

Get Ready		Analyze			Plan & Write	
1	2	3	4	5	6	7

COMMUNICATE to write full s

COMPOSE Do the writing assignment below.

**WRITING ASSIGNMENT**

Write about your partner.  
Use your plan to help you.  
Click  above to see the model.

**Remember:**

- Introduce your classmate.
- Write at least three things about your classmate (where they're from, family, job, goal, etc.).
- Check that all sentences in the paragraph are about the topic.
- Write a paragraph, not sentences on separate lines.

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**BURLINGTON CORE** Low Beginners Expansion


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

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**NICE TO MEET YOU**


1. **ADAPT** Read the conversations with a partner. Then choose two conversations and role-play them with your own information.

**Conversation 1**




Alex: Hi! I'm **Alex**. I'm from **Peru**.  
Parvin: Nice to meet you, **Alex**. My name is **Parvin**. I'm from **Iran**.

**Conversation 2**



Camil: I live in **San Jose** with **my husband and son**. And you?  
Abril: I live in **Santa Clara** with **my sister**.

**Conversation 3**



Lucia: I work **during the day** and study English **at night**. And you?  
Mateo: I study English **during the day**.

2. **ADAPT** Work with a partner. Choose a person from the chart and pretend to be that person. Tell your partner about yourself. Your partner says who you are.

I'm from Haiti. I live in Chicago with my children. I want to get a nursing assistant certificate.

You are Tamara!

duce themselves and shake hands.

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neighbors? What do you talk to

First Answer
Show All Answers
Reset



←

BURLINGTON CORE Low Intermediate **ICL Video Scripts**

Module 3: Getting a Job • Lesson 5: Watch & Speak

### A JOB INTERVIEW

**Watch: Activities 4, 5, and 6, A Job Interview, Part 1**

**Ms. Hollis:** Hello, I'm Liz Hollis.

**Mario:** I'm Mario Silva. Nice to meet you.

**Ms. Hollis:** Please have a seat. ... So, I'm looking for a salesperson. Tell me, Mario, have you ever worked in sales?

**Mario:** Yes, I've been a salesperson at Maxi Clothes since 2017.

**Ms. Hollis:** And tell me, what did you do before that?

**Mario:** I used to live in Brazil. I worked there as a salesperson for 3 years.

**Ms. Hollis:** Can you tell me what you do at Maxi Clothes?

**Mario:** I work in the women's department. We sell ladies' shirts, dresses, and pants.

**Ms. Hollis:** So, why are you looking for work?

**Mario:** I have a part-time job at Maxi Clothes. I want to work full-time.

**Ms. Hollis:** So, why did you decide to apply for a job at our store?

**Mario:** Well, the store has a great reputation. And I really like the merchandise you sell. I think you have great clothes for working men and women.

**Ms. Hollis:** I'm glad you like our clothes. Let me ask you a question about work during the holiday season. We get a lot of customers before Christmas and other holidays. The store gets very crowded. How do you handle stress?

**Mario:** I stay calm and focus on what I need to do. Last Christmas, two salespeople at Maxi's were sick on the same day. I took care of all the customers.

**Ms. Hollis:** That's great. So, why do you think you're right for this job?

**Mario:** I know how to choose clothes that will look good on the customer. I'm helpful and polite too, and customers like me.

**Ms. Hollis:** Well, thank you for coming in today, Mario. I'll be in touch.

(1) a job interview by dressing appropriately, ve contact with the interviewer.

Click above to watch Part 1 of the

ssion? Explain and give examples.

Show Answer Reset





# Activities to

## Practice Wh- Questions

Present a picture or text and ask Wh- questions as they can. Then, have students answer each other's questions.

## Dictation

Read a word, phrase, or sentence aloud. Next, have students take notes on what they hear. Then, have students read their notes to the class.

## Research Project

Have students research a topic and share it with the class. They can create a presentation, poster, or video.

BURLINGTON CORE Advanced

Expansion

Module 5: The Environment • Lesson 1: Listen & Speak

### LOCAL PRODUCE

1. **COMMUNICATE** Read the text and then discuss the questions with a partner.

Produce is grown all across the U.S., but each type of fruit and vegetable can only grow in certain climates and seasons. For example, most oranges in the U.S. are grown in Florida, where the weather is hot and humid. They are in season in winter and that's when they reach stores. So why can we buy oranges all year long? They're shipped to stores from other states, and even from other countries. While this may be convenient for shoppers, it's bad for the environment. Shipping produce long distances causes air pollution. If you want to help the environment, buy local produce!



1. Why should you buy local produce? Explain.
2. What produce do you buy most often? Do you know if it's local?

2. **RESEARCH** In pairs, look for information online about produce that is grown in your area. Then complete the table.

What type of produce grows in your state?	When is it in season?
1.	
2.	
3.	
4.	
5.	

3. **COMMUNICATE** Discuss the questions with your partner.

1. What information did you already know? What new information did you learn?
2. Are you able to find these items at your supermarket all year? Are they more expensive at certain times of the year?
3. Based on what you learned, will you change the way you shop for produce? Explain.

Wh- questions as they answer each other's questions.

Take notes on what they hear. Then, have students read their notes to the class.

They can create a presentation, poster, or video.



## Digital

### Culture

Have students use digital tools to learn in a variety of ways.

### Stay connected

Use digital tools to connect with students and parents.

### Introduction

Teach students how to use digital tools.

← Using Your Computer: Using Your Computer Videos: 1. Knowing Your Devices

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← Burlington Core High Beginners: 2. Education: 1. Listen & Speak: Improving Your English


Get Ready		Vocabulary		Listen		Speak		Vocabulary Focus		Review Game	
1	2	3		4	5	6	7	8	9	10	11



Listen to two more conversations and choose the correct answers.

- Sophia doesn't understand when people **talk to her / talk on TV** .
- Mrs. Harris tells Sophia to watch TV in English **once / three times** a week.
- Nicolas doesn't **write / read** well in English.
- Mrs. Harris tells him to **keep a journal / make a wordlist** .

**NOW YOU** Do you do any of the things Mrs. Harris tells her students to do?



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Check Show First Answer Show All Answers Reset



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