



BURLINGTON ENGLISH®

EVERYDAY ENGLISH

Getting Your Students Started



A step-by-step orientation guide
for training students how to use
the **BurlingtonEnglish** program

Before you begin, please note that this document is best utilized by those who have already had initial training on BurlingtonEnglish.

The orientation is presented in an outline format so that facilitating and following it is easy and smooth.

■ **Who should use the Program Orientation?**

The Program Orientation can be used to train teachers on how to use the program and by teachers to train their students.

■ **When should the Program Orientation be used?**

The Program Orientation should be used when students and teachers first begin to use BurlingtonEnglish. It can also be used as a refresher for students and teachers who have been using BurlingtonEnglish, but need more training and practice with the program.

■ **How long will it take to complete the Program Orientation?**

It will take about three hours to complete the entire Program Orientation. This includes 50 minutes of hands-on practice. The Program Orientation can be divided into a few sessions. The pacing of the Program Orientation should be at the discretion of the trainer or teacher and is dependent on the level of the students and the time allotted.

■ **Where should the Program Orientation take place?**

The Program Orientation should take place in a lab where students will have access to the program, or in a classroom with the hands-on practice afterwards. Ideally, students should be able to practice in a lab what they learned on the same day they received the Orientation.

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Prior to starting the Orientation, make sure Control Menu for all the students in the class is set to *Everyday English 3*.

1. Introduction

- Ask students to move away from their computers and to focus their attention on you while you demonstrate the program. Tell students they will have time to practice after the orientation and will be using the program regularly in the future.
- Tell students you are going to teach them the basics of the BurlingtonEnglish program and make sure they are using the program correctly.

2. Menu / Getting Started See Screens 1 and 2: page 8

- Demonstrate the login process.
- Go over the login screen. Explain the differences between the possible choices – At School with My Instructor, At School Lab without My Instructor, Away from School – and explain to students that they should make their choice based on their location.
- When you get to the Main Menu screen, explain that your computer has all the courses but theirs will only have the courses that have been chosen for them to use.
- Explain that you will be using *Everyday English 3* to demonstrate the program, but all the courses are similar and if they can use *Everyday English 3*, they can use any of the BurlingtonEnglish courses.
- Click *Everyday English 3*.
- Click Module 5: Describing Present Experiences. Explain that a Module is like a unit. Read through the titles of a few of the Modules.
- Explain that every Module is divided into five Situations and that a Situation is like a lesson.
- Explain that each Situation is divided into two parts, based on the skills taught. There is *Listen and Speak* and *Read and Write*.
- Click Situation 1: At the Doctor's Office – A: Listen and Speak. You are now on the Slideshow screen.

3. HelpSpots See Screens 3 and 4: page 9

- Point out the HelpSpots button. Explain that HelpSpots are there to help students learn how to use the program. There is a HelpSpot for every button on the screen.
- Click the HelpSpots button. Tell students that in help mode, the screen freezes, turns gray and HelpSpots appear.
- Show students how to access the HelpSpots.
- Demonstrate a few HelpSpots on the screen.
- Click the HelpSpot next to the phrase "How can I help you, Ms. Hall". Emphasize how much information this one HelpSpot gives.
- Emphasize the importance of HelpSpots. They are there to help the students. If students read every HelpSpot on every screen when they start using the program, they will be able to use the program without asking the teacher for help.

4. Instructions Button See Screens 3 and 4: page 9

- Show students where the Instructions button is and click it.
- Tell them why it is important. It tells them what to do on each screen and how to use the program.
- Explain to students that the Instructions button automatically opens when they go onto a new screen. Show them how to turn this feature off by clicking the icon when the Instructions button is open.

Note: There are translations for the instructions in all levels of *Everyday English* in the students' mother tongue. They can view the translations by clicking the Translation icon in the Instructions screen.

5. Words Screen (including Training and Practice) See Screen 4: page 9

- Click the Words tab
- Click the HelpSpots button and open the HelpSpot for the phrase "allergic". Read it out loud and demonstrate some of the things it does.
- Demonstrate how to record by clicking the red dot next to the phrase "allergic" and saying the phrase.
- Emphasize the process of recording by emphatically stating that when they are recording they must say every word, "One time, softly, slowly, and then wait for the green bars."
- Demonstrate by recording examples for five words, some correctly and some deliberately incorrectly, for example, too loud, wrong word, etc.
- Tell the students they have to complete the whole screen to get a score. If they do not do the whole screen, they will not get a score, their work will not be saved and their teacher will not know they did it.
- Press the Simulate tab. Tell students that once they have completed the whole screen, it will look like this.
- Point out the score and tell them that sometimes they will be sent to Training.
- Demonstrate Training Steps 1-3: Compare, Watch, and Listen.
- Click Step 4: Practice. Tell them that they won't get the green bars here when they are recording. Instead, they get a message at the end that tells them if they improved, or if they still need to work on that sound.
- After Training, click the Practice tab and show the students Activities 1-3.
- Click Activity 4: Spelling. Tell students that in this activity, they get five hints to help them.
- Demonstrate spelling three words, with and without hints.
- Click the Check button at the bottom of the screen to show them how to get a score. They can also see their mistakes.
- Remind them that in order to get a score, they must finish the exercise. They must also click the Check button if there is one.

6. Dialogue 1 See Screen 5: page 10

- Click the Dialogue 1 tab. Open the Instructions button and read the instructions out loud.
- Click the Play button and listen to the entire conversation.
- Show students how to choose a character. Choose Amy. Tell students they must be patient while you record.
- Press the Record button and record the entire conversation taking the part of Amy.
- Play back the conversation with your recorded voice. Tell students it is good practice for having a real conversation and that they can also get to hear themselves having a real conversation.
- Explain that sometimes they will be sent to Training, just like in Words.
- After Training, they are still not done. They must then choose the second character – in this case Dr. Green and record the conversation as him. Tell them they will be scored on both characters and the teacher will check that they recorded as both characters.

7. Check

- Click the Check tab. Demonstrate how to complete the exercises on the screen by clicking the first Play button and listening. Answer the questions correctly.
- Do the second exercise but answer one or two of the questions incorrectly.
- Click the Check button at the bottom of the screen.
- Show students that the red X means they got the question wrong.
- Click the red X. They will be shown which is the correct answer, and the part of the dialogue where the correct answer can be found is played.

Hands-On Practice (30 minutes)

Assign Practice: Students will now practice what they have learned. Tell them to click the Menu button on the bottom of the screen and to click Module 5: Describing Present Experiences, Situation 2: A Day with Dr. Green – A: Listen and Speak. Tell them to complete the Word's screen with the Practice activities, one Dialogue, and Check. If a student finishes all of the above exercises, tell them to move on to the *Read and Write* to explore. Remind them to use the HelpSpots.

Assist Students: Walk around to assist the students. Help students who have trouble recording by scaffolding it for them. Explain that they listen to the word and then click the record button. When the red bar starts to flash, they say the word. If they have trouble, click the mouse for them and tap their shoulder as a signal to speak. Do this a few times until they get the hang of it. Then let them take the mouse and do it themselves. Continue scaffolding until they have successfully recorded 3-5 words on their own.

Regain Attention: After all students have completed the Words screen, stop Hands-On Practice and ask students to give you their attention. Tell them you are going to show them a few more important things they must know in order to use the program.

8. Wordlist See Screen 6: page 10

- Tell students you will be showing them other parts of the program. Click the Menu button and return to the course menu with the list of Modules and Situations. Click the Wordlist button on the bottom of the screen.
- Show them the Complete Wordlist and explain that it includes all the words and phrases in the level they are using. Point out the Links on the right side of the screen. Explain that by clicking a Link, they will be taken to the screen where that word / phrase is used in context. Click a Link to demonstrate how they work.
- Point out and click the Personal Wordlist. Explain to students that they choose which words they want to add to this wordlist. Demonstrate how to do this by going back to the Words screen and clicking the book icon to the left of the words. Now go back to the Wordlist and show them how these words now appear in the Personal Wordlist.
- Point out and click the Focus Wordlist. Tell students that their teacher will assign words for them to add to this wordlist.
- Click the Practice tab and demonstrate the Activities, Quizzes, and Games. Show the students that they can choose to do activities, quizzes, or games from their Complete, Personal, or Focus Wordlists. Explain that is better practice if they do the activities in their Personal, or Focus Wordlists as it is more focused practice on the words they need to concentrate on.
- Point out the Pronunciation, Comprehension and Spelling Difficulties. Explain that these Wordlists are generated by the program. When they make a mistake, the program keeps track and puts these words into their Difficulties Wordlists.
- Tell them that they will not have a lot of words in their wordlists in the beginning. It will take time for them to create and generate their Difficulties Wordlists.

Hands-On Practice (10-20 minutes)

Assign Practice: Allow students to work for about 10-20 minutes in their Wordlists.

Regain Attention: Stop Hands-On Practice and ask students to give you their attention. Tell them you are going to show them a few more important things they must know in order to use the program.

9. Progress See Screen7: page 11

- Click the Menu button and return to the course menu with the list of Modules and Situations. Click the Progress button on the bottom of the screen. Tell students that this is one of the most important buttons in the program.
- Demonstrate the Progress for the Whole Course. Mouse over a skill to see which activities contributed to this score.
- Click Module 5. You will see the Progress for Situation 1. Explain that they receive progress for every exercise they complete.
- Explain that a blank line means they have not done an exercise yet.
- Tell students that if they want to see the actual screen with their results, they can click the activity. They can view their first, last, and best tries.
- Tell students that if they want to get a higher score on an exercise, they can click the Go To link to be taken to that specific exercise. Click a Go To link to demonstrate.
- Tell students that they can use the Progress tab to:
 - check their progress by looking at the Progress tab
 - go back and redo exercises that they want to do better on
 - see which exercises they still need to do

Hands-On Practice (5-10 minutes)

Assign Practice: Remind students that they worked in Module 5, Situation 2. Tell students to click the Progress tab and to look at the Progress on the work they just did in class. Tell them to click the Go To links as well.

Assist Students: Walk around to make sure students understand what to do.

Regain Attention: Stop Hands-On Practice and ask students to give you their attention. Tell them you are now going to review what they learned about how to use the program.

10. Summary

Review and ask the students the following, so that as they answer, you can demonstrate (or have one of them demonstrate) the correct use of the program:

- HelpSpots
- Instructions
- Words and Training, and Practice Exercises
- Dialogue
- Check
- Wordlists
- Progress
- Tutorials

Note: In case you do not manage to complete the Program Orientation and not everything is covered, you can utilize the Student's Zone Tutorials which can be found on the BurlingtonEnglish Main Menu to teach students how to use the program, as mentioned in the Best Practices for Teachers.

See the corresponding Best Practices for Teachers' Checklist for all 13 Best Practices.

Screens

Screen 1: Main Menu

GENERAL ENGLISH COURSES

- Using Your Computer
- BURLINGTON BASICS
- ENGLISH IN AMERICA (Series A, B)
- EVERYDAY ENGLISH (1, 2, 3)
- ADVANCED ENGLISH

CAREER PATHWAYS COURSES

- EXPLORATION & SOFT SKILLS
- CAREER WORDLISTS
- CAREER COURSES

Series A	Series B
ADMINISTRATIVE ASSISTANTS	ACCOUNTING ENGLISH
AUTO MECHANICS	AIR TRAFFIC CONTROLLERS
BOOKKEEPERS	BANKING ENGLISH
CHILD CARE WORKERS	BUSINESS ENGLISH
COOKS	CAREGIVERS' ENGLISH
COSMETOLOGISTS	DOCTORS' ENGLISH
DENTAL ASSISTANTS	ENGINEERING ENGLISH
ELECTRICIANS	FINANCE ENGLISH
FLIGHT ATTENDANTS	HI-TECH ENGLISH
H/VAC TECHNICIANS	HOTEL ENGLISH
NETWORK SUPPORT PERSONNEL	LEGAL ENGLISH
NURSING ASSISTANTS	NURSES' ENGLISH
- EXAM PREPARATION
 - PREPARE FOR CASAS
 - BURLINGTON ENGLISH LIBRARY
 - READERS

Watch a Tutorial
My Portfolio

Tutorials

Everyday English

Screen 2: Modules and Situations

EVERYDAY ENGLISH 3

MODULES

1. MEET MARK AND AMY
2. COMPARING PEOPLE AND THINGS
3. PAST AND PRESENT
4. DESCRIBING PAST EXPERIENCES
5. DESCRIBING PRESENT EXPERIENCES
6. PLANS, PROMISES, PREDICTIONS
7. LET'S TRAVEL
8. WHAT IF?
9. HOPES AND REGRETS
10. WHAT DID THEY SAY?
11. ON VACATION
12. BIG SURPRISES

MODULE 5 DESCRIBING PRESENT EXPERIENCES

SITUATIONS

1. AT THE DOCTOR'S OFFICE
 - A. Listen and Speak
 - B. Read and Write
2. A DAY WITH DR. GREEN
 - A. Listen and Speak
 - B. Read and Write
3. WHAT HAVE YOU BEEN DOING?
 - A. Listen and Speak
 - B. Read and Write
4. WHAT'S NEW?
 - A. Listen and Speak
 - B. Read and Write
5. REVIEW MODULE 5
 - Sum It Up

HOW TO... WORDLIST GRAMMAR PROGRESS LAST SITUATION

Modules

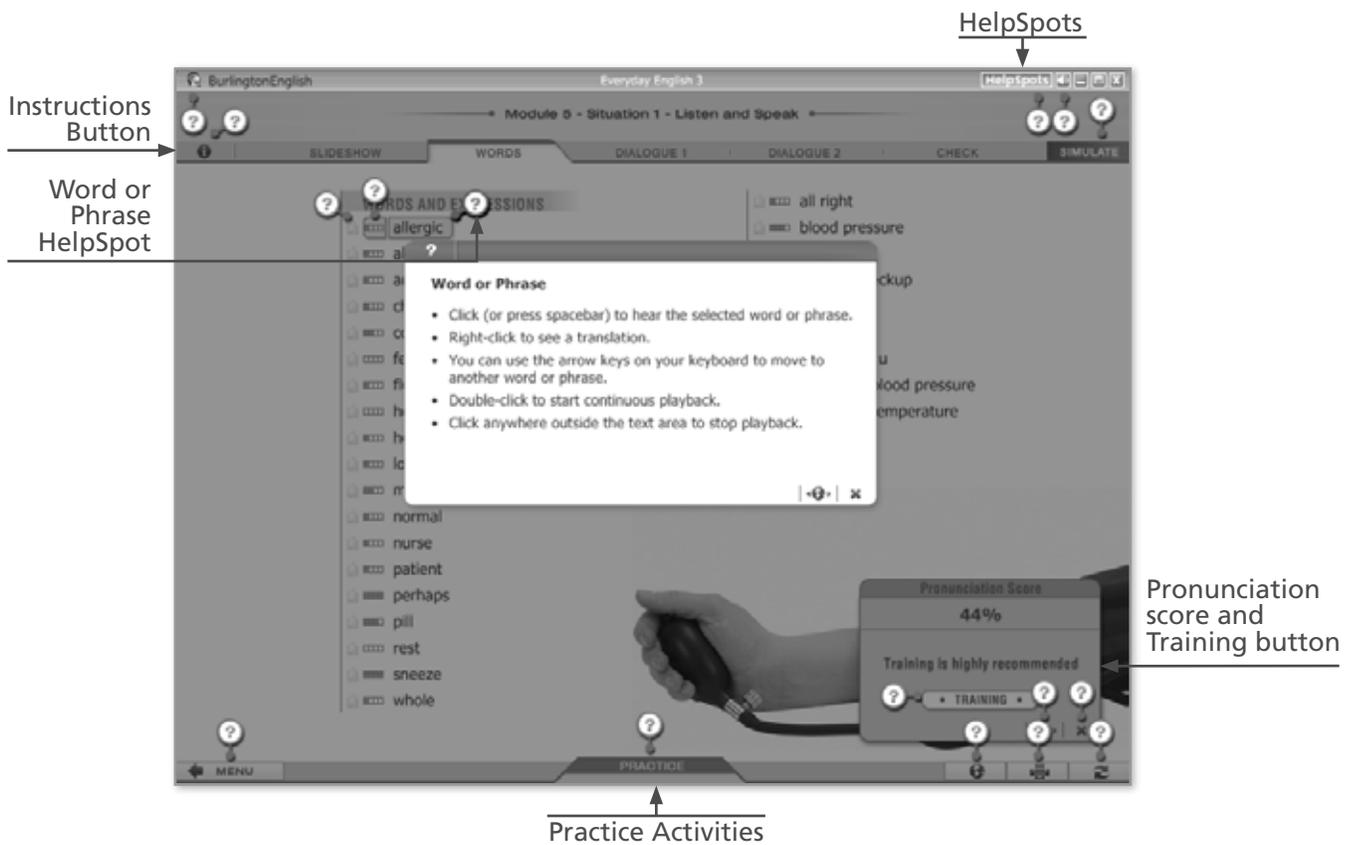
Situations

Tabs to access How To, Wordlist, Grammar, and Progress

Screen 3: HelpSpots and Slideshow



Screen 4: Words



Screen 5: Dialogue

Instructions: Remind students that there can be a lot of instructions, so they may need to read them more than once.

HelpSpots

Choose Tab: Students choose first and second characters here.

Screen 6: Wordlist

Wordlist options

	W	P	WORDS	TRANSLATIONS	LINKS
COMPLETE WORDLIST	🔒	🔊	\$2,000 a month	2.000 dólares al mes	🗣️
	🔓	🔊	24-hour virus	virus de 24 horas	🗣️
PERSONAL WORDLIST	🔒	🔊	a good deal	una buena oferta	🗣️ 📄
	🔓	🔊	a good reason	una buena razón	🗣️
FOCUS WORDLIST	🔒	🔊	a great selection	una gran selección	🗣️
	🔓	🔊	a little while	un ratito	🗣️ 🗣️
PRONUNCIATION DIFFICULTIES	🔒	🔊	a million dollars	un millón de dólares	🗣️ 🗣️
	🔓	🔊	accessories	accesorios	🗣️ 🗣️
COMPREHENSION DIFFICULTIES	🔒	🔊	accident	accidente	🗣️ 🗣️
	🔓	🔊	account	cuenta	🗣️
SPELLING DIFFICULTIES	🔒	🔊	account number	número de cuenta	🗣️ 🗣️
	🔓	🔊	accountant	contable	🗣️ 🗣️ 🗣️
SEARCH	🔒	🔊	act	actuar, representar, interpretar	🗣️ 🗣️ 🗣️
	🔓	🔊	actress	actriz	🗣️ 🗣️ 🗣️
	🔒	🔊	actually	en realidad, realmente, de...	🗣️ 🗣️ 🗣️
	🔒	🔊	acupuncture	acupuntura	🗣️ 🗣️ 🗣️
	🔒	🔊	adventurous	aventurero/a, atrevido/a	🗣️ 🗣️
	🔒	🔊	advertising agency	agencia de publicidad	🗣️ 🗣️
	🔒	🔊	advice	consejo; asesoramiento	🗣️ 🗣️
	🔒	🔊	advise	aconsejar, recomendar	🗣️ 🗣️

Links to hear and read the words in context

Tab to access Practice Activities, Quizzes, and Games for each Wordlist

Different Screen Types that Appear in EVERYDAY ENGLISH

Chat

Check

Create

Dialogue 1 and 2

Game

Grammar 1 and 2

Reading

Slideshow

Spelling

Task 1 and 2

Words