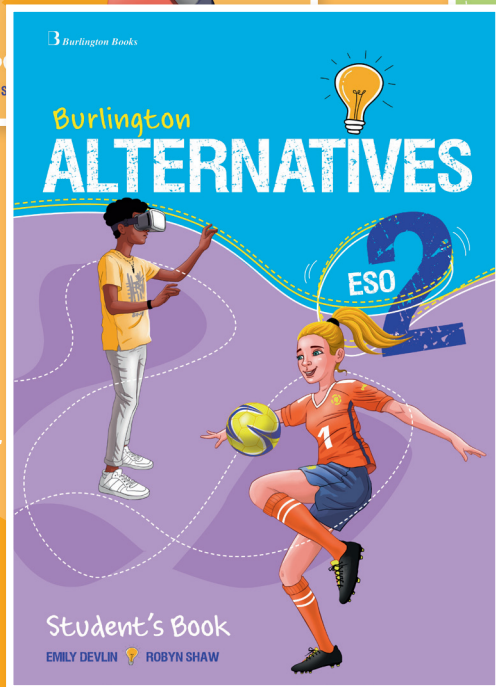
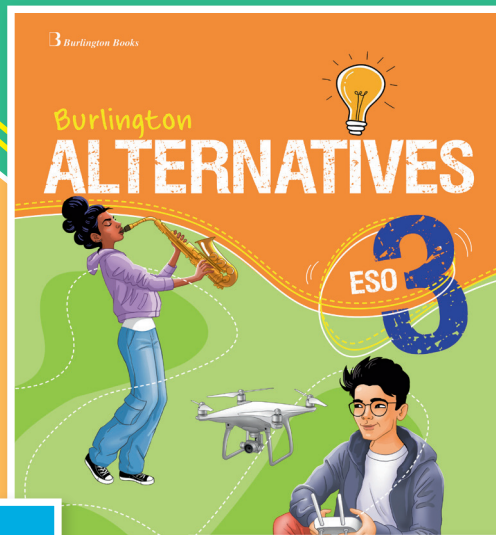
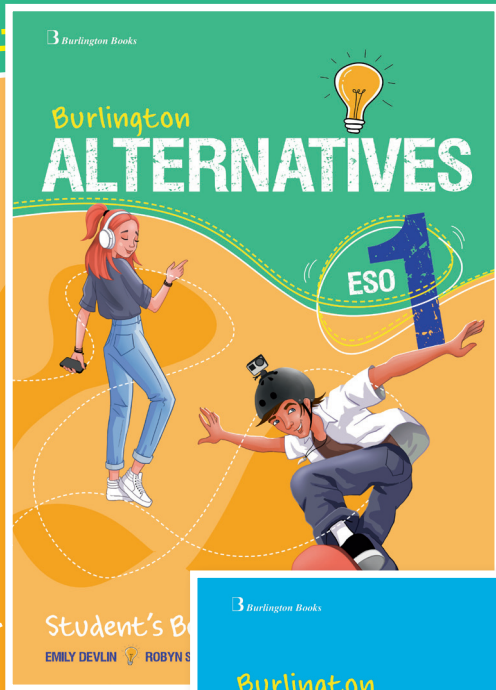


# Burlington ALTERNATIVES



AN ALTERNATIVE  
APPROACH TO ESO!



Levels 2 and 4 available in 2025

## NEW BURLINGTON COURSE FOR ESO

**B Burlington Books**  
The PUBLISHER that CARES

# Course Overview

*Alternatives* is an exciting and flexible new ESO course specifically designed for the LOMLOE. It provides mixed-ability classes with clearly structured and meaningful learning situations in which they can develop their competences and English skills naturally. Based on a blended and inclusive learning approach, *Alternatives* encourages students to carry out scaffolded productive tasks, while focusing on interaction, mediation, reflection and other life skills that promote autonomous life-long learning.

The **Student's Book** includes eight attractive and authentic learning situations with step-by-step **Project Skills** culminating in **Project Alternatives**.

The Student's Book includes **Fast Finishers** for extra practice and consolidation of vocabulary and grammar, **Optional Grammar Extension**, which offers explanations and practice of additional grammar points, a pronunciation appendix and pairwork activities.

The attractive **Culture Quiz Alternatives** in the Student's Book is accompanied by videos and offers further enrichment.

**DIGITAL** includes videos, slideshows, interactive games, interactive speaking activities and more to stimulate interest and develop digital research, problem solving, language and learning skills.



The full-colour **Workbook** includes graded practice of the material presented in the Student's Book, plus the following sections: Language Builder, Project Planners, Vocabulary Reference, Grammar Appendix, Writing Guide and Writing Plans, Progress and Competences Check and Learning Competences.

The additional **Basic Practice Workbook** is specially designed for students needing extra reinforcement of the basic core content. It enables teachers to integrate learners with different levels of linguistic ability into the classroom.

**Teacher's materials** include a **Teacher's Manual** and **Teacher's All-in-One Pack** in both print and digital formats, with two levels of tests, as well as Competence Tests, plus lots of extra practice material. Teachers can also produce their own evaluation materials using the

**Test Generator**, which offers additional materials for tests beyond those provided in print format.



# Learning Situation Overview

## 2 Teenage Life

**Learning Situation**  
How are you similar to other teens and how are you different from them?

**Project:** Make a website page or a video about the lives of two teenagers

**Getting Started**  
What are the teenagers in the pictures doing? Do teenagers in your country do these things?

**DIGITAL** Video  
Watch the video. Which things are the same for you? Which are different?

Learning Situation presented in questions, with project

**Learning Situation**  
How similar or different are you from other teenagers?

**Project:** Make a website page or a video about the lives of two teenagers.

Digital offers videos, slideshows, class polls and more for today's students

Learning objectives clearly stated throughout

A constant focus on competences - linguistic, social, reflection, mediation, learning to learn and more

**24 Do all activities in your notebook.**

**VOCABULARY** Routines **DIGITAL** Vocabulary Presentation

**1** Look at Sophie's photos and read her posts on social media. Pay attention to the routines in pink. Which routines in the pictures do you think she likes?

**2** Match the items to the routines in Exercise 1.

**3** Word maps can help you remember vocabulary. Copy and complete the word maps below with the routines in Exercise 1.

**4** Choose the correct answers.

**5** Find the times in Sophie's posts in Exercise 1. Do you remember how to say them in English? Write the times in words in your notebook.

**6** Tell your partner about five of your routines.

**7** Look at the item in the big picture in the text below. What do you think people use it for?

**8** Read the article and check your answer.

**Sleeping at School**

Sometimes a student hasn't got any energy during a lesson. His head is on his desk and his eyes are closed. A classroom isn't the place for sleeping, but some headteachers in the USA want students to sleep at school. These schools have even got special "sleep pods".

Doctors recommend 9-10 hours of sleep a day for teenagers. However, teenagers rarely sleep 9-10 hours. They are always tired and this affects their learning.

Sleep pods are a great solution to this problem. After 20 minutes in the sleep pods, students understand their lessons and they can do their homework. In some schools, teachers use them, too!

**9** Copy and complete the sentences.

**10** Match A to B.

**11** How many hours do you sleep at night? Do you think you need more sleep?

**12** Imagine an English-speaking friend has got a problem sleeping. Based on the information in the infographic, send your friend a list of two good habits and two things not to do to improve sleeping.

**25**

Do you think the following are good or bad for going to sleep?

hot showers + chocolate + mobile phones

Imagine an English-speaking friend has got a problem sleeping. Based on the information in the infographic, send your friend a list of two good habits and two things not to do to improve sleeping.

Digital provides support to enable seamless classroom teaching and home-based learning

**26 Do all activities in your notebook.**

**OBJECTIVES** Listen to a conversation about a typical teenager's day. Use the Present Simple affirmative to talk about your routines and a timetable.

**LANGUAGE** **DIGITAL** Grammar Presentation

**Present Simple affirmative:** We use the Present Simple to talk about routines, activities, likes and dislikes.

**Time expressions:** Time expressions come at the beginning or the end of the sentence.

**Adverbs of frequency:** Adverbs of frequency usually come before the main verb or after the verb to be.

**SPELLING RULES**

**1** Choose the correct answers.

**2** Copy and complete the sentences with the verbs in brackets. Use the Present Simple affirmative.

**3** Look at the chart below and then read the sentences in Exercise 2 again. Which sentences are true (T) and which sentences are false (F)?

**4** Choose the correct answers.

**5** Complete the text with the verbs in brackets. Use the Present Simple affirmative.

**SLEEPING IN PUBLIC**

In many places around the world, people rarely ... (close) their eyes in public places. But the Japanese ... (sleep) on buses, at school, at work or in shops. They ... (call) this *inmori*, or sleeping while present. The Japanese educational system ... (stress) the importance of hard work. So, students usually ... (study) until late at night and adults ... (work) long hours. That's why sleeping in public is a good thing. It ... (show) you work hard.

**6** Listen and check your answers to Exercise 5.

**7** Where can you sometimes see people sleeping in public? Is sleeping in public a positive thing in your culture?

**LISTENING** A conversation

**8** Listen to Claire and Tim's conversation about Tim's typical day. What does Tim usually do in the evening?

**9** Listen again. Are the sentences true (T) or false (F)?

**10** Listen and repeat. Pay attention to the pronunciation of the verb endings /s/, /z/ and /es/.

**11** Work in pairs to complete a timetable with Claire's father's routines.

**12** Make a timetable of that teenager's routines. Use the ideas and the timetable from Exercise 11 to help you.

**13** How are your routines similar to or different from the routines of the teenager in your timetable? Tell the class.

**Peer Assessment**

My partner's timetable ...

Includes important details

is clear and well organised

**27**

Systematic development of students' productive skills, promoting interaction, presentation and mediation skills

Peer Assessment encouraged in addition to self-assessment and reflection

# Learning Situation Overview

Functional language videos provide models of dialogues for students

Record Yourself dialogues and activities for mastery of speaking

2

**LISTENING** A podcast

7 Listen to a podcast about hobbies. What do some doctors play in their free time?

8 Copy the sentences. Then listen again and complete the sentences.

- The podcast is called A...Life.
- Some teenagers go to a gym to do....
- Students at clubs learn how to work....
- Some students play Minecraft and then they want to learn history and....
- During operations, some doctors listen to....

9 What hobbies have you got? How do you think they help you?

**RECORD YOURSELF**

**10** Mia and James are practicing a dialogue about free-time activities. Match the questions in A to the answers in B.

<p><b>A</b></p> <ol style="list-style-type: none"> <li>Do you do any free-time activities?</li> <li>What activities do you do?</li> <li>How often do you play football?</li> <li>When do you play?</li> <li>Where do you play?</li> <li>Do you enjoy it?</li> </ol>	<p><b>B</b></p> <ol style="list-style-type: none"> <li>I play on Mondays and Thursdays.</li> <li>Yes, I do.</li> <li>I play football and I play computer games.</li> <li>Yes, I do. I love it!</li> <li>I play twice a week.</li> <li>I usually play at the park with my friends from school.</li> </ol>
---	--

11 Watch the video and check your answers to Exercise 10.

12 Listen and repeat. Pay attention to the intonation of the questions.

- Do you play football? (↑)
- When do you go to the cinema? (↘)

**Project Skill 2** Talk about free-time activities

- Ask and answer questions with your partner about free-time activities. Use the questions in Exercise 10 to help you.

Do you do any free-time activities? Yes, I do. I....

- Report to the class. Tell the class what you learned about your partner.

**RECORD YOURSELF**

**Project Skill 3** Write a personal profile

**1** Read the model personal profile. Then answer the questions below.

**NAME:** Liam Godfrey  
**FROM:** Montreal, Canada

**Routines:** I usually get up at 7:00 am. Then I get dressed and have breakfast. School is from 8:30 am to 3:00 pm. After school, I do homework, have dinner and watch TV.

**Activities:** I love sport and during the week, I play football at school. What else do I like? I like music and I play an instrument – the electric guitar. It's fun! At the weekend, I meet friends and have lunch with my grandparents.

- When is Liam at school?
- What does he do after school?
- What activities does he do during the week?
- What does he do at the weekend?

**Focus on Language**

**Punctuation**

- We use a full stop [.] at the end of a sentence.
- We use a question mark [?] at the end of a question.
- We use an exclamation mark [!] to express strong feelings or for emphasis.
- We use a comma [,] to separate items in a list. We don't usually use a comma before the word 'and'.
- We use an apostrophe ['] to show contractions and to indicate possession.

Find an example of each type of punctuation in the model personal profile.

**32** Do all activities in your workbook.

## RECORD yourself

> Dialogue  
> Activity

**OBJECTIVES:** Write a personal profile. Learn about the use of punctuation.

**WRITING**

In a personal profile, we usually include information about our routines and activities.

**Analyse a Model**

1 Read the model personal profile. Then answer the questions below.

**NAME:** Liam Godfrey  
**FROM:** Montreal, Canada

**Routines:** I usually get up at 7:00 am. Then I get dressed and have breakfast. School is from 8:30 am to 3:00 pm. After school, I do homework, have dinner and watch TV.

**Activities:** I love sport and during the week, I play football at school. What else do I like? I like music and I play an instrument – the electric guitar. It's fun! At the weekend, I meet friends and have lunch with my grandparents.

- When is Liam at school?
- What does he do after school?
- What activities does he do during the week?
- What does he do at the weekend?

**Focus on Language**

**Punctuation**

- We use a full stop [.] at the end of a sentence.
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- We use an apostrophe ['] to show contractions and to indicate possession.

Find an example of each type of punctuation in the model personal profile.

**32** Do all activities in your workbook.

**Project Skill 3** Write a personal profile

**1** Copy and complete the chart about you, or use the Writing Plan on page 23 of your Workbook.

Name:	
From:	
Routines:	
Activities during the week:	
Activities at the weekend:	

**2** Copy and complete the sentences below using information from your chart.

- I usually....
- Then....
- School is from...to....
- I love....
- I like....
- At the weekend, I....

**Write...**

Write a personal profile. Use the information in the chart, your sentences and the model text to help you.

**33** Do all activities in your workbook.

**Assess Yourself**

Use the checklist in your Workbook to assess your writing.

Carefully structured writing process leads to competent writing skills

Fun and varied Project Alternatives enable students to complete each learning situation by putting their newly acquired skills to use in a paper or digital project

2

## Project Alternatives

WEBSITE PAGE VIDEO

Make a website page or a video about the lives of two teenagers

Read Julia's website page. What information is also true for you?

< Julia's Website

### My Friends

**This is Sam.**

- He's 12 years old.
- He's from New Zealand.
- Sam gets up early every morning, has breakfast and walks the dog. Then, he goes to school.
- After school, Sam usually makes a snack and plays computer games. Then, he does homework.
- Sam often goes to the cinema at the weekend.

**This is Zoe.**

- She's 13 years old.
- She's from Germany.
- Zoe gets up at 7:00 every morning. She has breakfast. Then, she walks to school.
- After school, Zoe often does sport. She sometimes plays football.
- Zoe doesn't meet friends during the week, but she meets friends at the weekend.

**Are you ready for your project?**

Can you...?

- make a timetable of a teenager's routines
- talk about free-time activities
- write a personal profile

**It's project time!**

TURN TO PAGES 148-149 IN YOUR WORKBOOK AND FOLLOW THE STEPS:

- Choose two teenagers for your project.
- Write the text.
- Create your website page or video.

Then present your website page or video to the class.

**33**

In the Round Up! students revise their language skills and integrate all they have learnt to answer a final question about the learning situation

Round Up!

I know words related to routines and activities. I can spell the words correctly. I can pronounce the words correctly.

I can use the Present Simple to write about routines and activities.

**PRESENT SIMPLE**

I tidy my room every day.  
She watches TV at the weekend.  
He doesn't meet friends during the week.  
They don't do sport before school.

Do you go shopping after school?  
Does she play an instrument?  
Yes, I do. / No, I don't.  
Yes, she does. / No, she doesn't.

3 Choose the correct answers.

- Oliver **doesn't watch / watches / watch** TV late at night. He hasn't got time during the day.
- You **play / Does you play / Do you play** football on Tuesdays?
- My mother **always / usually / never** chats online. She prefers meeting friends.
- I usually **have / has / doesn't have** lunch before 1:00 pm.
- My parents **don't go / doesn't go / go** shopping during the week. They go at the weekend.

**Learning Situation**

In this unit, you learned about the lives of teenagers around the world. Based on the information in the unit, what things are similar to life in your country? What things are very different?

**Extra Alternatives**

**Class Game**

**WORDLIST PLUS**

**Class Game**

**34** Do all activities in your workbook.

## Learning Situation

In this unit, you learned about the lives of teenagers around the world. Based on the information in the unit, what things are similar to life in your country? What things are very different?

# Extra Alternatives

Fast Finishers provide fun extra practice and consolidation of vocabulary and grammar

Optional Grammar Extension with explanations and practice of additional grammar points, plus digital support

### Optional Grammar Extension

#### COMPARATIVE ADJECTIVES

**DIGITAL** Grammar Presentation

We use comparative adjectives to compare two people, things or places.  
The dining room is **smaller than** the living room. (short adjective)  
The sofa is **more comfortable than** the chair. (long adjective)

Spelling rules	Irregular adjectives
dark - darker	good - better
big - bigger	bad - worse
nice - nicer	
happy - happier	

- Copy and complete the sentences with the adjectives in brackets. Use the comparative form.
  - Our fridge is ... (old) your fridge.
  - The theatre is ... (beautiful) the library.
  - Sue's garden is ... (large) Jessica's garden.
  - My bedroom is ... (interesting) my cousin's bedroom.
  - This café is ... (bad) that café.
- Copy and complete the sentences according to the pictures. Choose the correct adjectives and use the comparative form.
 

1. Fresh chair / Laura's chair / old

2. the bedroom / the kitchen / colourful

3. the blue sofa / the green sofa / short

4. Buckingham Palace / John's house / famous

### Fast Finishers

**UNIT 2**

- Use all the letters to complete the routines. Then match the routines to the picture clues. Write six sentences. Use the Present Simple.
 

1. h...x...b...ea...ast  
2. ... ..p  
3. ...a...e...ho...er  
4. g...t...re...se...  
5. ha... ..d...m...e...  
6. ...o...t... ..e...
- What routines have John, Ella, Gemma and Lily got? Follow the lines and find out. Write six sentences. Use the Present Simple.
- Follow the true sentences to get to the cinema. Collect the letters next to the correct sentences to find out Steve's favourite thing.
 

**START**

  - You need money to go shopping.
  - You go online with a book.
  - People often make videos for social media.
  - Students often ride a bike to school.
  - Children never stream songs.
  - Students only send messages at school.
  - People go to the cinema to see films.
  - It isn't possible to play computer games on a tablet.
  - Students never meet friends at the weekend.
  - It isn't a good idea to do sport in sandals.

**FINISH**
- Play a chain game. Read the first sentence. Recall the sentence in your notebook by replacing a word or phrase from the previous sentence with the words or phrases below. Make any necessary changes.
 

David plays football in the evenings.  
1. Sally and Pam  
2. Do ... ?  
3. Josh  
4. an instrument

Project Planners and Cue Cards in the Workbook provide practical support for students to do and reflect on their projects

### 2 Project Alternatives

**WEBSITE PAGE**

**VIDEO**

**1** Choose two teenagers for your project.

**2** Complete a chart for each teenager.

Teenager:	Teenager:
Name: _____	Name: _____
Age: _____	Age: _____
Morning routine: _____	Morning routine: _____
After-school activities: _____	After-school activities: _____
Weekend activities: _____	Weekend activities: _____

**3** What information is missing in your plan? Interview the teenagers to find out the missing information.

**4** Find a picture of each teenager.

**WEBSITE PAGE**

**1** Write the text about the teenagers. Make sure you use appropriate grammar and vocabulary.

**2** Plan a design for your website page.

**3** Prepare your website page.

**4** Find a picture of each teenager.

**VIDEO**

**1** Write a script about the teenagers. Make sure you use appropriate grammar and vocabulary.

**2** Film your video.

**3** Present your video to the class.

**4** Present your video to the class.

**PERFECT**

- I interviewed each teenager and asked relevant questions.
- My project includes relevant information from my interviews.
- The presentation of my project was clear and easy to follow.

Culture Quiz Alternatives expands students' knowledge and highlights socio-cultural awareness

### After-School Clubs

#### 2 CULTURE QUIZ ALTERNATIVES

**DIGITAL** Video What We Do After School

Watch the video. Are the sentences true (T) or false (F)?

- In Asia, English is one of the most important school subjects.
- In China, students go home from school at 3 o'clock.
- In the UK, most students usually spend their free time studying.
- Some schools in the UK have got Harry Potter clubs.
- In the UK, about one million students don't speak English at home.
- According to the British government, teens need two hours of physical activity a week.

**Did you know?**

Celebrities also think after-school programmes are important. Hollywood actor and former politician Arnold Schwarzenegger is active in the After-School All-Stars programme in the USA. It gives about 90,000 children fun after-school activities.

**Test Yourself!**

Each country has got its popular after-school sports. Match each picture of a sport to its name and where it's popular.

- BANDY IN SWEDEN
- RUGBY IN SOUTH AFRICA
- CAPOEIRA IN BRAZIL
- SEVEN STONES IN INDIA
- BASEBALL IN JAPAN

## DIGITAL

### Alternatives Digital Package includes:

- Vocabulary and Grammar Presentations
- Videos, Slideshows, Class Polls and more
- Wordlist Plus, with activities
- Vocabulary and Grammar Reviews
- Record Yourself dialogues and activities, with feedback
- Shuffle Game
- Class Games
- Audio for Student's Book and Workbook
- Test Generator

For MORE details →

# Alternatives' **DIGITAL** Package has everything you need – and more!

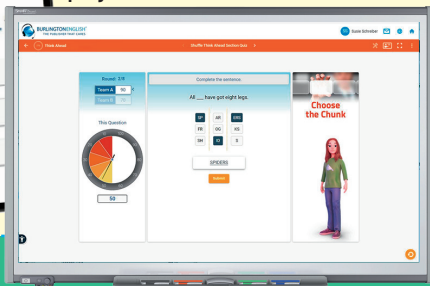
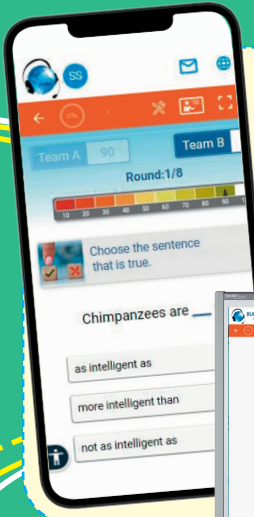
**DIGITAL** includes videos, slideshows, interactive games and more to stimulate interest and develop digital research, problem solving, language, social awareness and learning skills. DIGITAL caters to both interactive work in the classroom and home study, supporting the various needs of mixed-ability learning environments.

## Shuffle game

**DIGITAL** Class Game  
Shuffle

Add an element of fun into the classroom with this interactive quiz-based game that all the students participate in! It can also be played at home.

Class games also available for classroom fun!



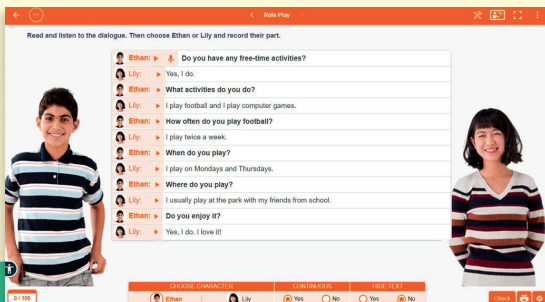
## Test Generator

Teachers can create customised tests to fit students' needs. Alternatives Test Generator offers additional materials for tests beyond those provided in print format.

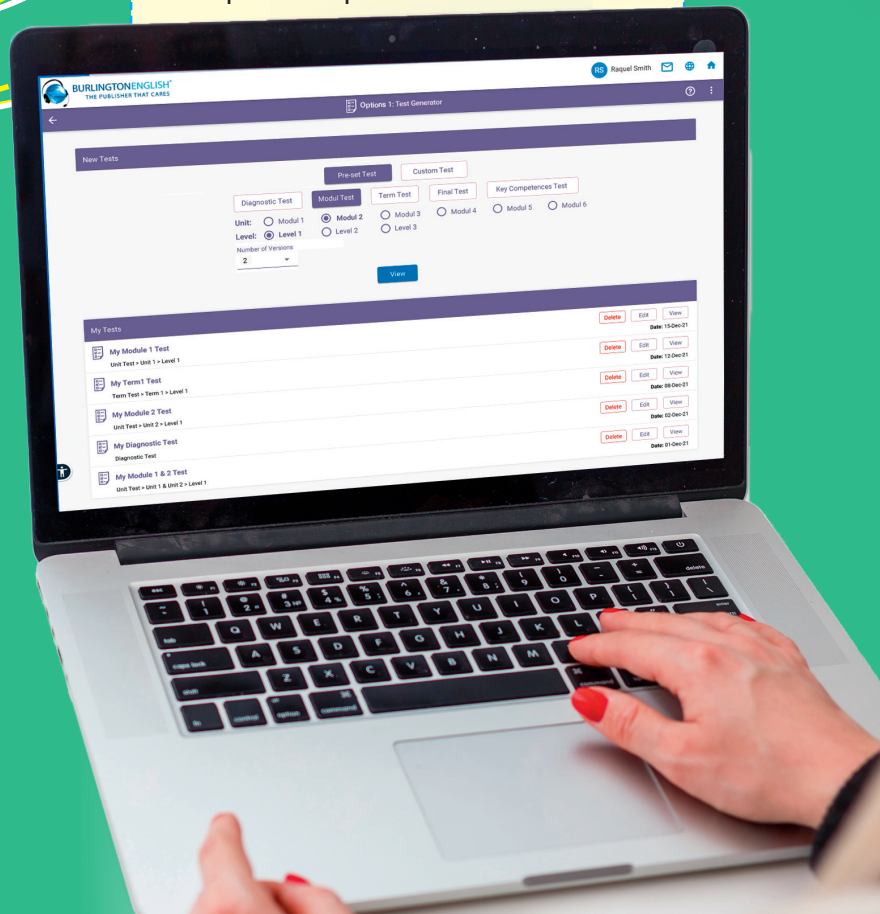
## Record Yourself dialogues and activities



with recording feature and immediate pronunciation feedback.



Wordlist Plus to practise vocabulary on all devices, anywhere, anytime

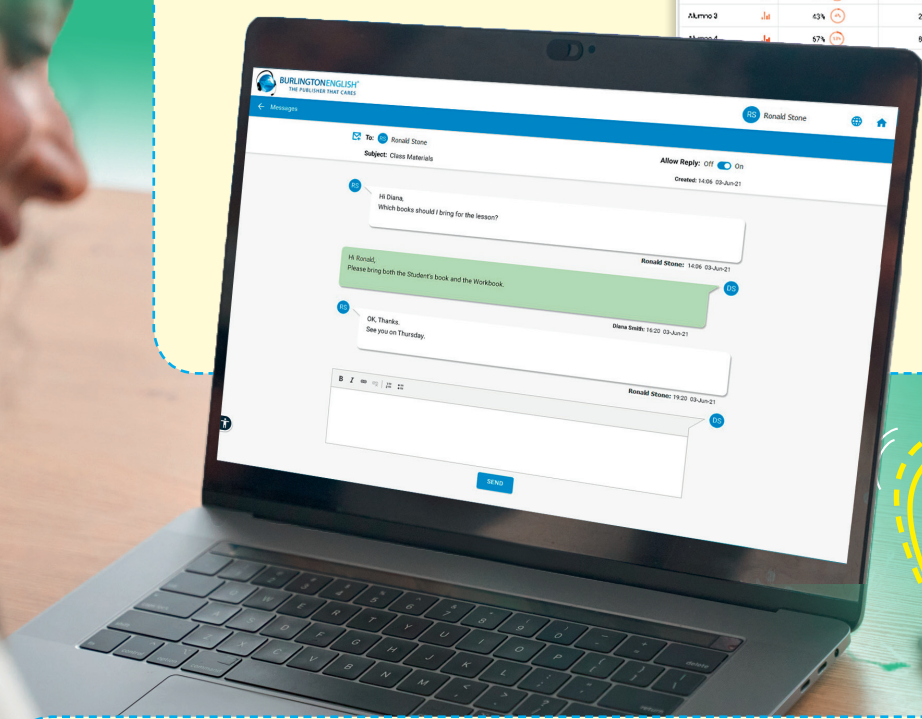


# The Burlington Digital Platform also includes:

## Improved LMS (Progress)

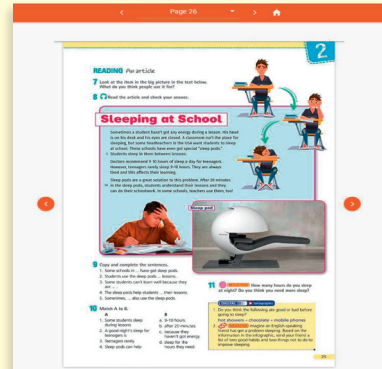
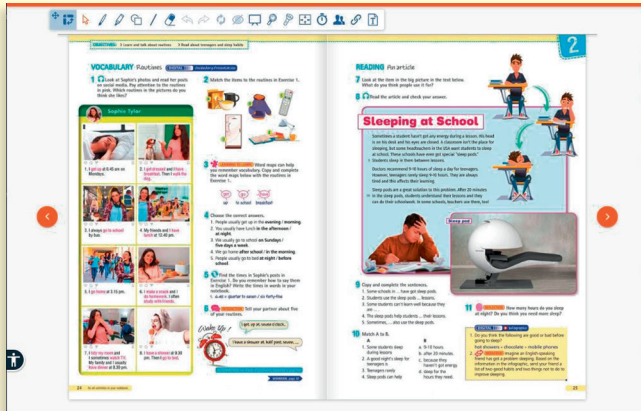
for monitoring student progress, allows teachers to view and comment on students' work.

Full Book	Term 1		Term 2		Term 3		Book Average	Total (HKMM)
	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6		
Class Average	99%	70%	65%	64%	64%	64%	64.00	04.00
Alvaro 1	99%	70%	65%	64%	64%	64%	64.00	04.00
Alvaro 2	99%	70%	65%	64%	64%	64%	64.00	04.00
Alvaro 3	99%	70%	65%	64%	64%	64%	64.00	04.00
Alvaro 4	99%	70%	65%	64%	64%	64%	64.00	04.00
Alvaro 5	99%	70%	65%	64%	64%	64%	64.00	04.00
Alvaro 6	99%	70%	65%	64%	64%	64%	64.00	04.00
Alvaro 7	99%	70%	65%	64%	64%	64%	64.00	04.00
Alvaro 8	99%	70%	65%	64%	64%	64%	64.00	04.00
Alvaro 9	99%	70%	65%	64%	64%	64%	64.00	04.00
Alvaro 10	99%	70%	65%	64%	64%	64%	64.00	04.00

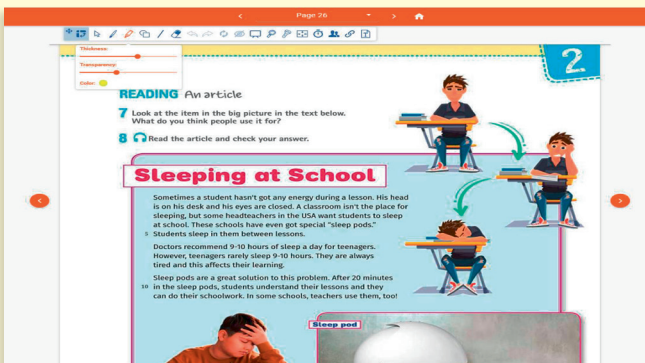


Direct communication between teachers and students within the Burlington Digital platform.

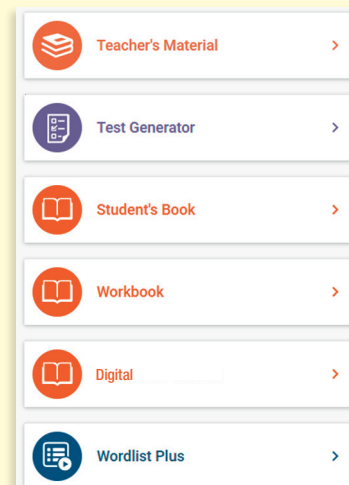
## User-friendly webbook presentation in double- and single-page views.



**Toolbar** with lots of exciting features to help classroom presentation. These tools enhance instruction and increase student engagement.



**Easy access** to all components and teacher's materials and easy navigation between components.



Burlington  
**ALTERNATIVES**  
 ESO

**AN ALTERNATIVE  
 APPROACH  
 TO ESO!**



**For the  
 Student**

**BASIC PRACTICE  
 WORKBOOKS  
 AVAILABLE**

**STUDENT'S BOOK**



**WORKBOOK**



Levels 2 and 4 available in 2025

**DIGITAL** **WORDLIST PLUS**

**For the  
 Teacher**

**TEACHER'S MANUAL**



**TEACHER'S ALL-IN-ONE PACK**



**DIGITAL** **Includes all Student Digital features, plus:**

- Class Games
- Test Generator

Digital and Test Factory available on your Burlington pendrive or at [www.burlingtonbooks.es](http://www.burlingtonbooks.es)



**B Burlington Books**  
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