

# Burlington Alternatives



Sample Material

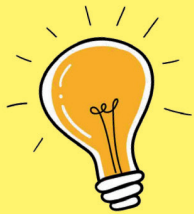


Student's Book For  
ESO 1  
**UNIT 2**  
with selected  
appendices

## An alternative approach to ESO!



# 2 Teenage Life



## Learning Situation

How are you similar to other teenagers 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?

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



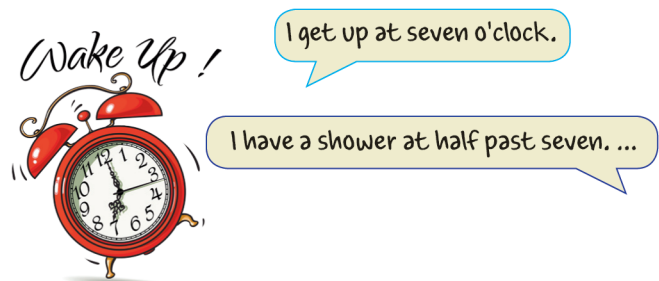
4 Choose the correct answers.

1. People usually get up in the **evening** / morning.
2. You usually have lunch **in the afternoon** / at night.
3. We usually go to school **on Sundays** / five days a week.
4. We go home **after school** / in the morning.
5. People usually go to bed **at night** / before school.

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.

1. 6.45 = quarter to seven / six forty-five

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



ALTERNATIVES FOR Fast Finishers, EXERCISE 1, page 117



Sophie Tylor



1. I **get up** at 6.45 am on Mondays.



2. I **get dressed** and I **have breakfast**. Then I **walk the dog**.



3. I always **go to school** by bus.



4. My friends and I **have lunch** at 12.40 pm.



5. I **go home** at 3.15 pm.



6. I **make a snack** and I **do homework**. I often study with friends.




7. I **tidy my room** and I sometimes **watch TV**. My family and I usually **have dinner** at 8.30 pm.



8. I **have a shower** at 9.30 pm. Then I **go to bed**.

## READING An article

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.

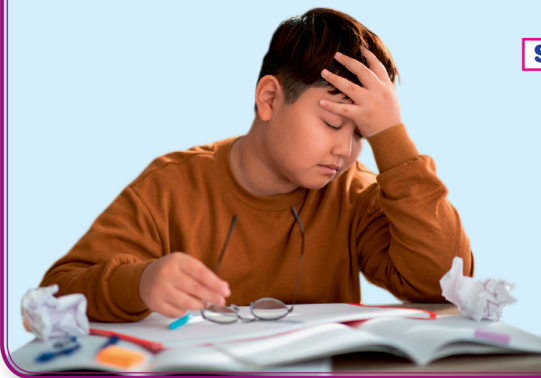
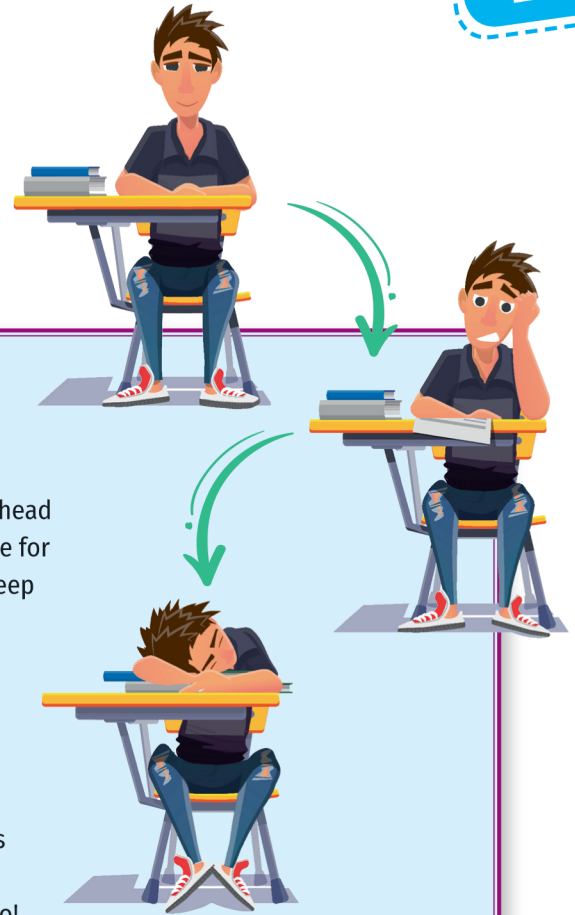
### Sleeping at School

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."

5 Students sleep in them between lessons.

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  
10 in the sleep pods, students understand their lessons and they can do their schoolwork. In some schools, teachers use them, too!



Sleep pod



9 Copy and complete the sentences.

1. Some schools in ... have got sleep pods.
2. Students use the sleep pods ... lessons.
3. Some students can't learn well because they are ... .
4. The sleep pods help students ... their lessons.
5. Sometimes, ... also use the sleep pods.


10 Match A to B.

A

1. Some students sleep during lessons
2. A good night's sleep for teenagers is
3. Teenagers rarely
4. Sleep pods can help

B


- a. 9-10 hours.
- b. after 20 minutes.
- c. because they haven't got energy.
- d. sleep for the hours they need.

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

**DIGITAL**  **Infographic**

1. Do you think the following are good or bad before going to sleep?

hot showers • chocolate • mobile phones

2.  **MEDIATION** 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.

**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.

- I / You **walk** the dog on Mondays.  
 + He / She / It **walks** the dog at 7.00 am.  
 We / You / They often **walk** the dog in the afternoon.

### Time expressions

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

**Every day**, I do homework.  
 They do homework **in the afternoon**.

every day / week / year	on Mondays
once / twice a day / week / evening	in the morning / afternoon / year
three times a day / week / year	at night / the weekend

### Adverbs of frequency

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

He **usually** sleeps well.  
 They are **often** tired.

100% always  
 ↓ usually  
 ↓ often  
 ↓ sometimes  
 ↓ rarely  
 ↓ 0% never

### SPELLING RULES

get – gets      play – plays  
 go – goes      watch – watches  
 study – studies

GRAMMAR APPENDIX, WORKBOOK, page 105

### 1 Choose the correct answers.

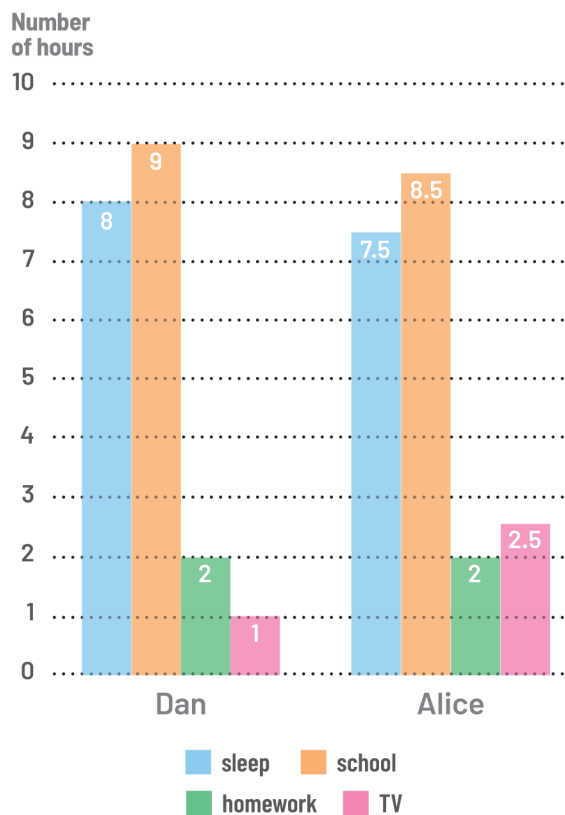
- I **goes** / **go** home from school at 4.00 pm.
- Michael **walks** / **walk** the dog twice a day.
- Tom and Liam **makes** / **make** a snack every afternoon.
- We **tidy** / **tidies** our room three times a week.
- Carrie **study** / **studies** with friends at the weekend.



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

- Dan and Alice ... (sleep) seven hours every night.
- Dan ... (go) to school for 9 hours every day.
- Dan and Alice ... (do) homework for two hours.
- Alice ... (watch) TV for one hour.

### 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.

- Linda **sometimes** / **always** has a shower in the morning. That's her first activity every day.
- My brother **rarely** / **usually** has breakfast. He prefers an early lunch.
- Tom walks the dog **twice a day** / **twice a week**. He does it every morning and evening.
- My sister **never** / **often** goes to school early. She gets up late.
- I often go to bed late. I've got lots of homework **at night** / **at the weekend**.

- 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 <sup>1</sup> ... (close) their eyes in public places. But the Japanese <sup>2</sup> ... (sleep) on buses, at school, at work or in shops. They <sup>3</sup> ... (call) this *inemuri*, or sleeping while present. The Japanese educational system <sup>4</sup> ... (teach) the importance of hard work. So, a Japanese student usually <sup>5</sup> ... (study) until late at night and a Japanese adult <sup>6</sup> ... (work) long hours. That's why sleeping in public is a good thing. It <sup>7</sup> ... (show) you work hard.



- 6 Listen and check your answers to Exercise 5.
- 7 **SOcial** Where can you sometimes see people sleeping in public? Is sleeping in public a positive thing in your culture?

ALTERNATIVES FOR *Fast Finishers*, EXERCISE 2, page 117

## 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)?
1. Tim is tired because he gets up early.
  2. School starts at 5.30 am.
  3. Tim has usually got sports practice after school.
  4. Tim usually arrives at school at half past six.
  5. Claire's father sleeps in front of the TV.
- 10 Listen and repeat. Pay attention to the pronunciation of the verb endings /s/, /z/ and /ɪz/.
1. wants /s/
  2. feels /z/
  3. watches /ɪz/

## SPEAKING Talking about routines

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

- A **Student A:** Look at the timetable on page 113. Some of the information is missing.  
**Student B:** Look at the timetable on page 114. Other information is missing.
- B In turns, say sentences about the information in your timetable and listen to your partner to find out the missing information. Write the missing information in your notebook.

He has a shower at ...

At 6.15, he ...



## Project Skill 1

### Make a timetable of a teenager's routines

- 1 Choose a teenager you know.
- 2 Make a timetable of that teenager's routines. Use the ideas and the timetable from Exercise 11 to help you.
- 3 How are your routines similar to or different from the routines of the teenager in your timetable? Tell the class.

My friend gets up at half past six, but I ...

### Peer Assessment

My partner's timetable ...

- includes important details
- is clear and well organised

## VOCABULARY Activities

DIGITAL

Vocabulary Presentation

1 Look at the list of activities below. Which activities are in the pictures? Which activities do you often do?

chat online

do sport

go online

go shopping

go to the cinema

listen to music

make videos

meet friends

play an instrument

play computer games

play football

ride a bike

send messages

stream songs

2 Are the sentences true (T) or false (F)? Pay attention to the words in bold.

1. You **send messages** on a mobile phone.
2. Students usually **play football** in the classroom.
3. People use money to **go shopping**.
4. People **play computer games** with a pencil.
5. Some students **ride a bike** to school.

3 Which activities in green in Exercise 1 do you ... ?

1. often do with your friends
2. rarely do with your friends
3. do after school
4. do at the weekend

4 **INTERACTION** Discuss the activities in Exercise 1 with your partner. Find one activity you both ... .

1. often do
2. rarely or never do

I often make videos.

I rarely make videos, but I often stream songs.


ALTERNATIVES FOR *Fast Finishers*, EXERCISE 3, page 117

WORKBOOK, page 20





## READING Reviews

- 5  Read the music lesson app reviews. Which app do you think sounds better? Why?



# Play it with an App

Do you want to learn how to play an instrument? You don't need a teacher – just use an app! Here are two reviews of popular music lesson apps.

**Uberchord** ★★★★★

5 Wow, Uberchord is great! It listens when you play the guitar and it prepares personalised lessons for you. It's also got lots of my favourite songs. Unfortunately, it's only for iPhones right now, so many of my friends can't use it. That's why it doesn't get five stars from me.

 **Melanie, age 12**  
United States

[See more reviews of Uberchord >>](#)

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**Simply Piano** ★★★★★

10 This app teaches you to play the piano. It looks great in adverts and it receives lots of positive reviews. That's because it hears your mistakes and makes sure you correct them. But the lessons are very slow. Also, an app isn't a teacher. I use apps to play computer games and listen to music. To really learn an instrument, I think you need a human teacher!

 **Carl, age 13**  
Australia

[See more reviews of Uberchord >>](#)




- 6 Are the sentences true (T) or false (F)?


- Everyone gets the same lessons on Uberchord.
- Melanie likes many of the songs on Uberchord.
- Simply Piano knows when you make a mistake.
- Carl likes learning an instrument with an app.
- Both reviews talk about positive and negative things.

- 7 Who or what is it?

- This app doesn't work on Android phones.
- This reviewer mentions other reviews of the app.
- This reviewer explains the number of stars in their review.
- This app isn't good for fast learners.

- 8  **LINGUISTIC** The word *app* is an abbreviation – a short form of a long word. It comes from the word *application*. Can you find an abbreviation of the word *advertisements* in the reviews? What is it?

**DIGITAL**  Video

- Watch the video. Which apps do you think are useful?
-  **MEDIATION** Imagine your friend isn't at school today. Record a voice message telling him / her about one of the apps in the video.

- OBJECTIVES:** > Listen to a podcast about hobbies  
> Use the Present Simple to talk about routines and free-time activities

## LANGUAGE

**DIGITAL** Grammar Presentation

### Present Simple negative and interrogative

I / You **don't play** football at night.

- He / She / It **doesn't play** football in the morning.  
We / You / They **don't play** football every week.

**Do** I / you usually **play** football in the evening?

? **Does** he / she / it **play** football every day?

**Do** we / you / they **play** football at the weekend?

### Short answers

Yes, I **do**. / No, I **don't**.

Yes, he **does**. / No, he **doesn't**.

Yes, we **do**. / No, we **don't**.

GRAMMAR APPENDIX, WORKBOOK, page 105

### 1 Choose the correct answers.

- I **doesn't play** / **don't play** an instrument.
- My brother **doesn't do** / **don't do** sport after school.
- Lucy **don't ride** / **doesn't ride** a bike to school.
- My grandmother and grandfather **doesn't send** / **don't send** messages to me.
- My friends **don't go** / **doesn't go** shopping at the weekend.

### 2 Copy and complete the sentences with the verbs in brackets. Use the Present Simple negative.

- My friends and I ... (go) to school at the weekend.
- A teacher ... (work) in a shop.
- People ... (ride) their bikes inside.
- I ... usually ... (have) breakfast after 1.00 pm.
- My mother ... often ... (listen) to music at work.

### 3 Listen and check your answers to Exercise 2.



### 4 Copy and complete the questions in the survey with Do or Does. Use the Present Simple. Then look at Sarah's answers to the survey and write her answers using the short form.

**Take our mini-survey about your free-time activities.**

- Do** you usually go online late at night?  
Yes  No  *No, I don't.*
- ... your brother **play** computer games with you?  
Yes  No
- ... you and your friends often **do** sport together in the afternoons?  
Yes  No
- ... you sometimes **stream** songs for your family?  
Yes  No
- ... your mother **listen** to music with you?  
Yes  No

### 5 Find two family words in the mini-survey in Exercise 4. Write the words in your notebook. How many other family words can you add to the list?

### 6 INTERACTION Write questions with the words below and the Present Simple. Then ask and answer the questions with your partner.

- what time / you / get up / on Saturdays
- how / you / get to school / in the morning
- where / you / go shopping / for clothes
- how often / you / listen / to music

What time do you get up on Saturdays?

I usually get up at 10.00 am on Saturdays.

ALTERNATIVES FOR Fast Finishers, EXERCISE 4, page 117

## 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.

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

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



## SPEAKING Talking about free time DIGITAL Video

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

**A**

1. **Do you do any free-time activities?**
2. **What activities do you do?**
3. **How often do you** play football?
4. **When do you** play?
5. **Where do you** play?
6. **Do you enjoy it?**

**B**

- a. I play on Mondays and Thursdays.
- b. Yes, I do.
- c. I play football and I play computer games.
- d. Yes, I do. I love it!
- e. I play twice a week.
- f. I usually play at the park with my friends from school.

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

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

1. Do you play football? (↗)
2. When do you go to the cinema? (↘)

PRONUNCIATION APPENDIX, EXERCISE 3, page 138



## Project Skill 2

### Talk about free-time activities

1 **INTERACTION** 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 ...

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

My partner plays ...



## 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 do? 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.



2 Write the sentences in your notebook. Add the correct punctuation.

1. I often stream songs
2. Lauras sister always walks the dog
3. Do you go to school by bus
4. My friends and I ride bikes play computer games and go to the cinema
5. I love chocolate



WORKBOOK, page 22

## Project Skill 3

### Write a personal profile

#### Plan

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.

WRITING GUIDE, WORKBOOK, page 122

#### Assess Yourself

Use the checklist in your Workbook to assess your writing.

1. When is Liam at school?
2. What does he do after school?
3. What activities does he do during the week?
4. What does he do at the weekend?

### Focus on Language

#### Punctuation

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

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

# 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?

Project Skills

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 154-155 IN YOUR WORKBOOK AND FOLLOW THE STEPS:

1. Choose two teenagers for your project.
2. Write the text.
3. Create your website page or video.

Then present your website page or video to the class.

# 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.



**1** **LEARNING TO LEARN** A good way to remember new words and phrases is to personalise them. Choose four routines and four activities below. Write a sentence about yourself with each phrase.

## ROUTINES

do homework	go to school	make a snack
get dressed	have a shower	study with friends
get up	have breakfast	tidy my room
go home	have dinner	walk the dog
go to bed	have lunch	watch TV

## ACTIVITIES

chat online	make videos	play football
do sport	meet friends	ride a bike
go online	play an instrument	send messages
go shopping	play computer games	stream songs
go to the cinema		
listen to music		

**2** Choose the correct answers.

- I sometimes **make videos** / **watch TV** / **do sport** of my routines and put them on social media.
- I often **play computer games** / **stream songs** / **go online** to find information.
- My friends and I **play an instrument** / **listen to music** / **send messages** after school. Our favourite singer is Olivia Rodrigo.
- I usually **go to bed** / **have dinner** / **go to school** late on Friday nights. Then I am tired the next day.
- Susan **gets up** / **tidies her room** / **goes home** from school at 3.30 pm.

## PRESENT SIMPLE

+	I <b>tidy</b> my room every day. She <b>watches</b> TV at the weekend.
-	He <b>doesn't meet</b> friends during the week. They <b>don't do</b> sport before school.
?	<b>Do you go</b> shopping after school? <b>Does she play</b> an instrument?
	Yes, I <b>do</b> . / No, I <b>don't</b> . Yes, she <b>does</b> . / No, she <b>doesn't</b> .

**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.

## Round Up!



## 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



**DIGITAL** **WORDLIST PLUS**



**DIGITAL** **Vocabulary and Grammar Review**

**DIGITAL** **Class Game**  
**Shuffle**

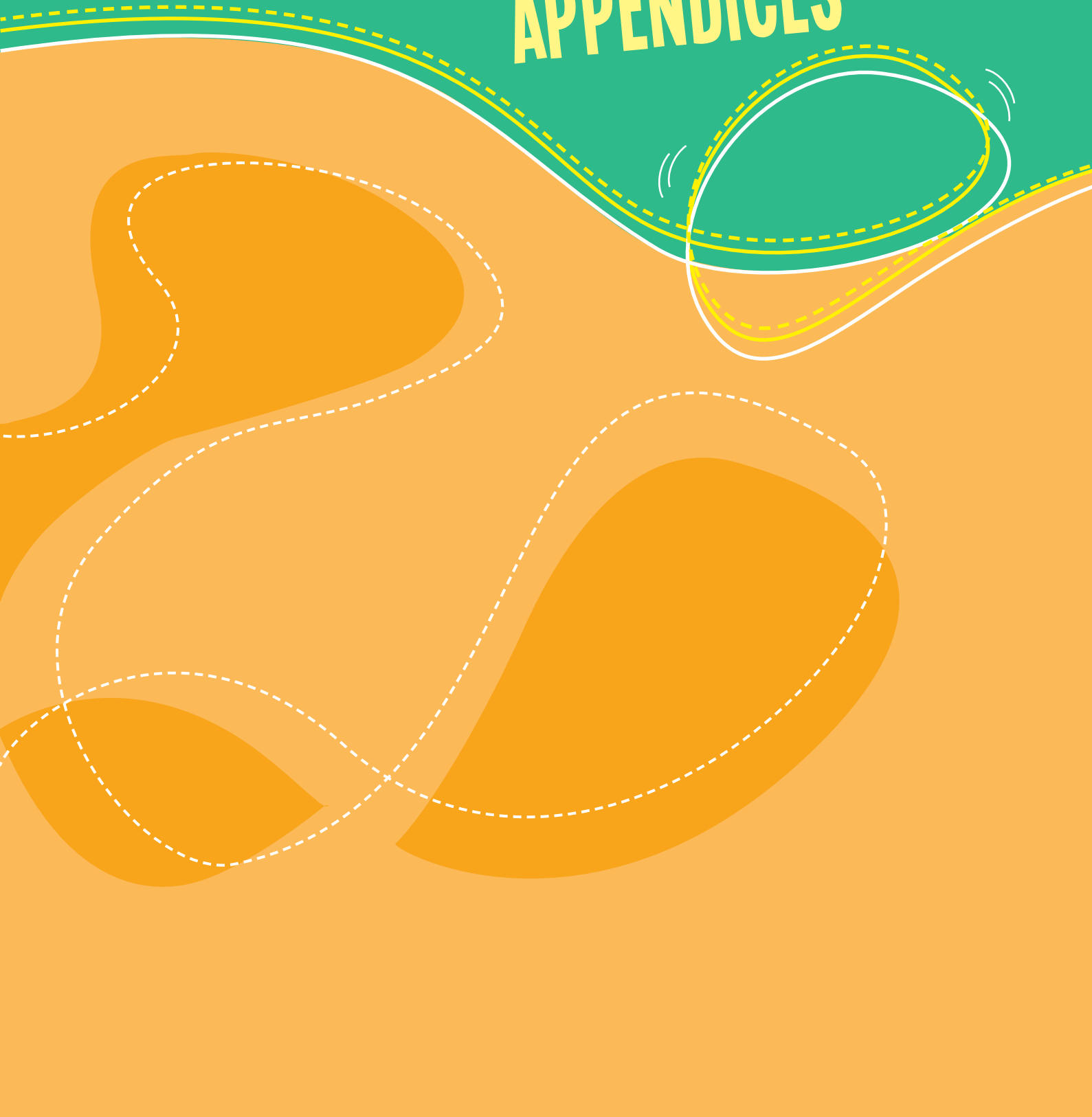
**Culture Quiz ALTERNATIVES** page 129

**PROGRESS AND COMPETENCES CHECK, WORKBOOK, pages 24-27**

Burlington

# ALTERNATIVES






## RELEVANT APPENDICES



# Pairwork Activities






## STUDENT A

Unit 2, page 27, Exercise 11

Time	Routine
5.30 am	?
6.15 am	
?	
2.00 pm	
6.00 pm	?
8.00 pm	
9.00 pm	
?	

## STUDENT B

Unit 2, page 27, Exercise 11

Time	Routine
5.30 am	
6.15 am	?
7.00 am	
?	
6.00 pm	
?	
9.00 pm	?
10.30 pm	



**1** Use all the letters to complete the routines. Then match the routines to the picture clues.  
**a b d d d e e e f g g h i k n o r r s s t u v w w**

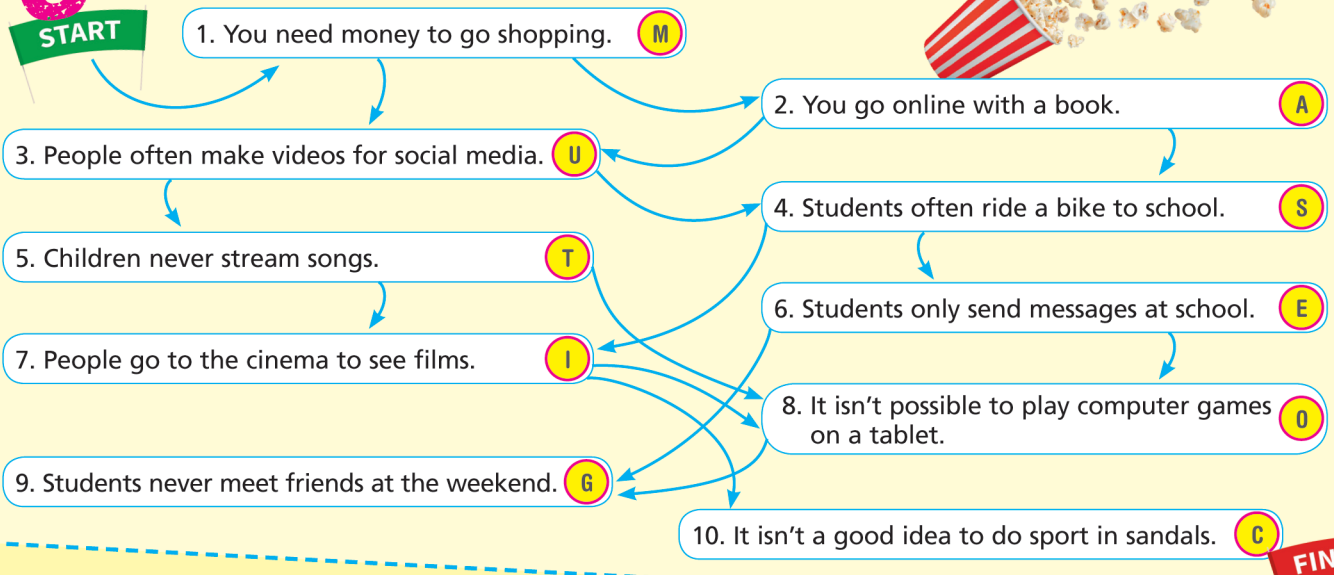
- h...v... b...ea... ..ast
- ...e... ..p
- ...a...e a ...ho...er
- g...t ...re...se...
- ha... .. d...n...e...
- ...o t... ..e...



**2** What routines have John, Ella, Gemma and Lily got? Follow the lines and find out. Write six sentences. Use the Present Simple.



**3** Follow the true sentences to get to the cinema. Collect the letters next to the correct sentences to find out Steve's favourite thing.



**4** Play a chain game. Read the first sentence. Write new sentences 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 often  
David often plays football in the evenings.
- 2 not
- 3 Sally and Pam
- 4 Do ... ?
- 5 Josh
- 6 an instrument



# 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)?

- 1 In Asia, English is one of the most important school subjects.
- 2 In China, students go home from school at 3 o'clock.
- 3 In the UK, most students usually spend their free time studying.
- 4 Some schools in the UK have got Harry Potter clubs.
- 5 In the UK, about one million students don't speak English at home.
- 6 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. **ANSWERS, page 136**

**1 BANDY IN SWEDEN**

**2 RUGBY IN SOUTH AFRICA**

**3 CAPOEIRA IN BRAZIL**

**4 SEVEN STONES IN INDIA**

**5 BASEBALL IN JAPAN**



## COMPARATIVE ADJECTIVES

**DIGITAL** Grammar Presentation

### Comparative adjectives

We use comparative adjectives to compare two people, things or groups.

The dining room is **smaller than** the living room. (short adjective)

The sofa is **more comfortable than** the chair. (long adjective)

#### Spelling rules

dark – darker

big – bigger

nice – nicer

happy – happier

#### Irregular adjectives

good – better

bad – worse

### 1 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.

### 2 Copy and complete the sentences according to the pictures. Choose the correct adjectives and use the comparative form.

#### A Pizza Perfetto



#### B Restaurant Elegante



- Pizza Perfetto is ... (**small / big**) Restaurant Elegante.
- Pizza Perfetto is ... (**popular / unpopular**) Restaurant Elegante.
- Restaurant Elegante is ... (**light / dark**) Pizza Perfetto.
- The teenagers at Pizza Perfetto are ... (**sad / happy**) the people at Restaurant Elegante.
- The teenagers' clothes are ... (**elegant / casual**) the people's clothes at Restaurant Elegante.

### 3 Write sentences with the words below. Use the comparative form of the adjectives. Which sentences are true (T)? Which are false (F)?

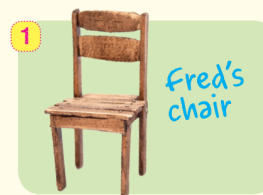
- a fridge is / cold / a cooker
- a kitchen / important / a dining room
- cafés / big / shopping centres
- bookshops / popular / cinemas
- clean city streets / good / streets with lots of rubbish

### 4 Copy and complete the sentences with the comparative form of the adjectives below.

**fat • exciting • young • interesting • tall**

- My mother is ... my father. She's 42 and he's 45.
- The amusement park is ... the cinema. It's fun!
- Perry Hotel is ... Winston Hotel. It's 150-metres high.
- My cat is ... your cat. She loves eating.
- The history museum is ... the transport museum. You can learn lots of different things there.

### 5 Write sentences with the words below comparing the items in the pictures. Use the correct form of the adjectives.



Fred's chair / Laura's chair / old



the bedroom / the kitchen / colourful



the blue sofa / the green sofa / short



Buckingham Palace / John's house / famous

# 2 Project Alternatives

From  
Workbook

WEBSITE PAGE

VIDEO

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

## Plan

- 1 Choose two teenagers for your project.
- 2 Complete a chart for each teenager.

Teenager: .....  
Age: .....  
Morning routines:

.....  
.....

After-school activities:

.....  
.....

Weekend activities:

.....  
.....

Teenager: .....  
Age: .....  
Morning routines:

.....  
.....

After-school activities:

.....  
.....

Weekend activities:

.....  
.....

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

### Questions

1. ....
2. ....
3. ....

### TIP

Before interviewing the teenagers, prepare a list of questions to ask.

- 4 Find a picture of each teenager.



## WEBSITE PAGE

## Create

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

This is .....

.....

.....

This is .....

.....

.....

- 2 Plan a design for your website page.

- 3 Prepare your website page.

## Present

- 1 Complete the cue card about your website page.

This is .....

He / She is .....

He / She usually .....

.....

Then, .....


.....

After school, .....

.....

He / She often .....

.....

- 2  **MEDIATION** Use your cue card to present your website page to the class.

## VIDEO

## Create

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

- 2 Film your video.

**TIP**

Think about where to film your video, for example, at school, in each teenager's room at home, or outside.

## Present

Present your video to the class.

## Reflect













- 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.



# CONTENTS

## For Alternatives 1 Student's Book

	VOCABULARY	GRAMMAR	READING	LISTENING
<b>Introduction</b> Page 6	Colours Numbers Days and months Time Family Parts of the body Prepositions of place	Subject pronouns Plural nouns <i>this, that, these, those</i> Wh- questions		
<b>1 School Days</b> Page 11  Learning Situation What are schools like around the world?  Video	School Clothes	<i>to be / have got</i> Possessive adjectives Saxon genitive	<i>What's in your Schoolbag?</i> A report Video <i>King's School Forum</i> Forum posts Information Cards	A description of a school A conversation about shopping for school
<b>2 Teenage Life</b> Page 23  Learning Situation How are you similar to other teenagers and how are you different from them?  Video	Routines Activities	Present Simple affirmative Present Simple negative and interrogative	<i>Sleeping at School</i> An article Infographic <i>Play it with an App</i> Reviews Video	A conversation about a teenager's day A podcast about hobbies
<b>3 That's Entertainment</b> Page 35  Learning Situation What do people do for entertainment? Is this different in different countries?  Class Poll	Adjectives of description 1 Film and book genres	Present Continuous Present Simple / Present Continuous	<i>Costumes and Disguises</i> Museum exhibits Video <i>Fenn's Treasure</i> A comic strip Video	A news programme about carnivals An advert for a bookshop
<b>REVIEW 1</b> Page 47	<b>Vocabulary Review</b>		<b>Grammar Review</b>	
<b>4 Where We Live</b> Page 49  Learning Situation How are cities and homes different around the world? What makes them special?  Video	The home Places around town	<i>There is / There are</i> Articles and quantifiers	<i>Top 10 Homes of Famous People from History</i> A top 10 list Slideshow <i>Amazing Cities</i> A website Video	A conversation about a computer game A phone conversation giving directions

SPEAKING	WRITING	PROJECT	Culture Quiz ALTERNATIVES	KEY COMPETENCES* & SUSTAINABLE DEVELOPMENT GOALS
<p>Greetings and introductions Classroom language</p>				
<p>Describing your classroom Shopping for school  Video</p> <p><b>Project Skill 2</b> Shop for school items <i>Contractions</i> <i>/h/</i></p>	<p><b>Project Skill 1</b> A description of your classroom</p> <p><b>Project Skill 3</b> A post about your school <i>Capital letters</i></p>	<p><b>Project Alternatives</b> A poster or a video about your ideal school</p>	<p>Let's Go Shopping!  Video</p>	<p>1 2 3 4 5 6 7 8</p> <p><b>4</b> QUALITY EDUCATION </p>
<p>Talking about routines Talking about free time  Video</p> <p><b>Project Skill 2</b> Talk about free-time activities <i>/s/, /z/, /vz/</i> <i>Intonation: questions</i></p>	<p><b>Project Skill 1</b> A timetable of a teenager's routines</p> <p><b>Project Skill 3</b> A personal profile <i>Punctuation</i></p>	<p><b>Project Alternatives</b> A website page or a video about the lives of two teenagers</p>	<p>After-School Clubs  Video</p>	<p>1 2 3 4 5 6 7 8</p> <p><b>3</b> GOOD HEALTH AND WELL-BEING </p>
<p>Talking about a picture Making suggestions  Video</p> <p><b>Project Skill 2</b> Make suggestions about films <i>-ing /ɪŋ/ endings</i> <i>/dju:/</i></p>	<p><b>Project Skill 1</b> A photo album page about a costume festival</p> <p><b>Project Skill 3</b> A film review <i>Word order with adjectives</i></p>	<p><b>Project Alternatives</b> An entertainment guide or a video entertainment guide</p>	<p>Cinema Time  Video</p>	<p>1 2 3 4 5 6 7 8</p> <p><b>9</b> INDUSTRY, INNOVATION AND INFRASTRUCTURE </p>
<p>Comparing pictures Giving directions  Video</p> <p><b>Project Skill 2</b> Give directions around town <i>Word stress</i> <i>/s/, /tʃ/</i></p>	<p><b>Project Skill 1</b> A plan for a room in a house</p> <p><b>Project Skill 3</b> A description of where you live <i>Linking words: and, but, because</i></p>	<p><b>Project Alternatives</b> A classroom display or a video about a town or city</p>	<p>Getting Around  Video</p>	<p>1 2 3 4 5 6 7 8</p> <p><b>11</b> SUSTAINABLE CITIES AND COMMUNITIES </p>

\* Key Competences: 1. Linguistic 2. Plurilingual 3. STEM (Science, Technology, Engineering, Maths) 4. Digital 5. Personal, social, learning to learn 6. Citizenship 7. Entrepreneurial 8. Cultural awareness

# CONTENTS

## For Alternatives 1 Student's Book

	VOCABULARY	GRAMMAR	READING	LISTENING
<p><b>5</b> Watch or Play Page 61</p> <p><b>Learning Situation</b> What sports do people play around the world? What sports events are popular in many places? ▶ Video</p>	<p>Sport Adjectives of description 2</p>	<p>can, Adverbs of manner must / mustn't</p>	<p>On Screen or Live? An article ▶ Video Your Sports Horoscope A horoscope ▶ Information Cards</p>	<p>An announcement for a sports event A conversation about a sport</p>
<p><b>6</b> Let's Eat! Page 73</p> <p><b>Learning Situation</b> What traditional foods are popular in countries around the world? ▶ Class Poll</p>	<p>Food Food and tableware</p>	<p>was / were There was / There were</p>	<p>Great Food Forum Forum posts ▶ Quiz Disgusting or Not? An opinion page ▶ Video</p>	<p>A podcast about Ancient Roman dinner parties A conversation about Norwegian food</p>
<b>REVIEW 2</b> Page 85		<b>Vocabulary Review</b>		<b>Grammar Review</b>
<p><b>7</b> Natural Experiences Page 87</p> <p><b>Learning Situation</b> How does the natural world affect our experiences? ▶ Video</p>	<p>The Weather Animals</p>	<p>Past Simple affirmative: regular verbs Past Simple affirmative: irregular verbs</p>	<p>Matt's World: Learning from Life Experiences A blog post ▶ Video A Surprise Visitor A newspaper article ▶ Slideshow</p>	<p>A radio chat show A presentation</p>
<p><b>8</b> Going Away Page 99</p> <p><b>Learning Situation</b> Why is travel so popular? ▶ Class Poll</p>	<p>Transport Geographical features</p>	<p>be going to Present Continuous with future meaning</p>	<p>Focus on: Macaire Everett A webpage ▶ Video When Nature Goes Virals An essay ▶ Video</p>	<p>A conversation about travel plans A conversation about weekend plans</p>
<b>REVIEW 3</b> Page 111		<b>Vocabulary Review</b>		<b>Grammar Review</b>





Pairwork Activities Page 113

Pronunciation Appendix Page 137

Fast Finishers Page 115

Optional Grammar Extension Page 142















	SPEAKING	WRITING	PROJECT	Culture Quiz ALTERNATIVES	KEY COMPETENCES* & SUSTAINABLE DEVELOPMENT GOALS
	Planning a sports day Registering for an activity ▶ Video <b>Project Skill 2</b> Register for a sports activity <i>can, can't</i> <i>must, mustn't</i>	<b>Project Skill 1</b> A notice for a sports event <b>Project Skill 3</b> A report about a sport <i>Adverbs of degree</i>	<b>Project Alternatives</b> A sports event calendar or a video news report about sports events	Riding Bikes ▶ Video	1 3 4 5 6 7 <b>3 GOOD HEALTH AND WELL-BEING</b> 
	Talking about a meal Ordering food online ▶ Video <b>Project Skill 2</b> Order food from a restaurant <i>/b/, /v/</i> <i>/əʊ/, /aʊ/, /u:/</i>	<b>Project Skill 1</b> A restaurant comment card <b>Project Skill 3</b> An online review of a restaurant <i>Structure of a paragraph</i>	<b>Project Alternatives</b> A food journal or a video about the food you eat	Food in Britain ▶ Video	1 2 4 5 6 7 8 <b>2 ZERO HUNGER</b> 
	Talking about a weather incident Talking about an experience ▶ Video <b>Project Skill 2</b> Talk about a past experience <i>/d/, /t/, /ɪd/</i> <i>/w/, /j/</i>	<b>Project Skill 1</b> A description of a weather incident <b>Project Skill 3</b> A post about a past experience <i>Connectors of sequence</i>	<b>Project Alternatives</b> A trivia game or a video quiz about animals in nature	Wild Animals ▶ Video	1 2 3 4 5 6 8 <b>15 LIFE ON LAND</b> 
	Talking about travel plans Making weekend plans ▶ Video <b>Project Skill 2</b> Talk about weekend plans <i>Sentence stress</i> <i>Rhythm and intonation</i>	<b>Project Skill 1</b> A message about travel plans <b>Project Skill 3</b> An e-mail about holiday plans <i>Prepositions of time</i>	<b>Project Alternatives</b> A holiday itinerary or a video about holiday plans	Shakespeare ▶ Video	1 2 3 4 5 6 7 8 <b>13 CLIMATE ACTION</b> 

# CONTENTS

## For Alternatives 3 Student's Book

	VOCABULARY	GRAMMAR	READING	LISTENING
<b>Introduction</b> Page 6	Jobs Animals Adjectives Transport Nature	<i>to be / have got</i> <i>There is / are</i> Present Simple Present Continuous		
<b>1 What's On?</b> Page 11  <b>Learning Situation</b> What types of entertainment do people enjoy? What aspects of film and music make them entertaining?  <b>Class Poll</b>	Film Music	Present Simple / Present Continuous Stative Verbs	<i>Not Another Film Cliché!</i> A webpage  <b>Video</b> <i>Music Makes the Film</i> A magazine page  <b>Video</b>	A podcast about voice acting An interview about an unusual music talent show
<b>2 Great Stories</b> Page 23  <b>Learning Situation</b> Why do people tell stories? What makes a story great?  <b>Quiz</b>	Adjectives Storytelling	Comparison of adjectives <i>too ... , (not) ... enough</i>	<i>How to Create a Great Character</i> A how-to article  <b>Information Card</b> <i>All About Storytelling</i> A page from a culture magazine  <b>Video</b>	A phone conversation about a literature project A radio programme about an ancient story
<b>3 Animals on the Move</b> Page 35  <b>Learning Situation</b> How are animals a part of people's travels?  <b>Video</b>	Animals Journeys	Past Simple <i>There was / There were</i>	<i>A Long Way Home</i> A human-interest story  <b>Video</b> <i>An Unusual Travel Partner</i> An article  <b>Slideshow</b>	A podcast about a pet's journey A presentation about a travel book
<b>REVIEW 1</b> Page 47		<b>Vocabulary Review</b>		<b>Grammar Review</b>
<b>4 It's a Crime</b> Page 49  <b>Learning Situation</b> What types of crimes did people commit in the past? What types of crimes do people commit today?  <b>Video</b>	Crime Verbs	Past Continuous Past Continuous / Past Simple	<i>The Case at the Café Royal</i> A detective story  <b>Video</b> <i>Thieves of the Dead</i> A text from a history book  <b>Information Card</b>	A story ending: <i>The Case at the Café Royal</i> A news report about a crime

	SPEAKING	WRITING	PROJECT	Culture Quiz ALTERNATIVES	KEY COMPETENCES* & SUSTAINABLE DEVELOPMENT GOALS								
	Formal and informal introductions Classroom language												
	Talking about film preferences Discussing and agreeing on an activity  <b>Project Skill 2</b> Discuss and agree on a free-time activity <i>Silent letters</i> <i>Linked words</i>	<b>Project Skill 1</b> A summary of an interview about film preferences <b>Project Skill 3</b> A report about an event <i>Text organisation</i>	<b>Project Alternatives</b> A What's-On page or a digital presentation about entertaining events in your area	xx 	<table border="1"> <tr><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td></td><td>7</td><td>8</td></tr> </table> <b>3</b> GOOD HEALTH AND WELL-BEING 	1	2	3	4	5		7	8
1	2	3	4										
5		7	8										
	Talking about a character Talking about books and stories  <b>Project Skill 2</b> Talk about books <i>/e/, /ə/</i> <i>Final consonant sounds</i>	<b>Project Skill 1</b> An information card about a character <b>Project Skill 3</b> A description of a character <i>Adjective order</i>	<b>Project Alternatives</b> A booklist or a digital presentation of books to read	xx 	<table border="1"> <tr><td>1</td><td>2</td><td></td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td></tr> </table> <b>4</b> QUALITY EDUCATION 	1	2		4	5	6	7	8
1	2		4										
5	6	7	8										
	Talking about an incident Talking about a trip  <b>Project Skill 2</b> Talk about a past trip <i>/t/, /d/, /ɪd/</i> <i>Intonation: questions</i>	<b>Project Skill 1</b> A description of an incident with an animal <b>Project Skill 3</b> A review of a place <i>Connectors to present examples</i>	<b>Project Alternatives</b> A blog or a video about a travel experience with animals	Travelling 	<table border="1"> <tr><td>1</td><td>2</td><td></td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td></tr> </table> <b>15</b> LIFE ON LAND 	1	2		4	5	6	7	8
1	2		4										
5	6	7	8										
	Speculating about a picture Talking about a crime  <b>Project Skill 2</b> Talk about a crime <i>/s/, /ʃ/, /tʃ/, /k/</i> <i>/θ/, /ð/</i>	<b>Project Skill 1</b> Speculations about a picture of a crime scene <b>Project Skill 3</b> A news report about a crime <i>Connectors of purpose</i>	<b>Project Alternatives</b> A poster or a digital presentation about a crime from the past or present	Help! 	<table border="1"> <tr><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td></tr> </table> <b>16</b> PEACE, JUSTICE AND STRONG INSTITUTIONS 	1	2	3	4	5	6	7	8
1	2	3	4										
5	6	7	8										

\* Key Competences: 1. Linguistic 2. Plurilingual 3. STEM (Science, Technology, Engineering, Maths) 4. Digital 5. Personal, social, learning to learn 6. Citizenship 7. Entrepreneurial 8. Cultural awareness

# CONTENTS

## For Alternatives 3 Student's Book





	VOCABULARY	GRAMMAR	READING	LISTENING
<p><b>5</b> Take Action Page 61</p> <p><b>Learning Situation</b> What actions can people take to improve life in their community? ▶ Questionnaire</p>	Sport Urban life	Modals: <i>can, could, should, must, mustn't</i> Modals: <i>have to</i>	Teen Athletes <i>Changing the World</i> A webpage ▶ Video <i>Give Young People a Voice</i> A letter to the editor ▶ Slideshow	A conversation about a charity event A talk about improving cities
<p><b>6</b> Imagining the Future Page 73</p> <p><b>Learning Situation</b> How will life be different in the future? ▶ Class Poll</p>	Verbs Travel	Future Tenses First Conditional	<i>What job do you expect to have at 30?</i> A poster ▶ Video <i>Flying in the Future</i> An online article ▶ Infographic	A conversation about dream jobs A museum tour
<b>REVIEW 2</b> Page 85	Vocabulary Review		Grammar Review	
<p><b>7</b> Your Health Page 87</p> <p><b>Learning Situation</b> How do our daily habits and thoughts affect our health? ▶ Infographic</p>	Food and nutrition Body and health	Present Perfect Simple Time expressions	<i>The Science of Eating &amp; Drinking</i> A science magazine article ▶ Slideshow <i>Our Amazing Senses</i> A webpage ▶ Video	A podcast about healthy eating An interview with a doctor
<p><b>8</b> Your Style Page 99</p> <p><b>Learning Situation</b> How do people decide what to wear or what to buy? ▶ Slideshow</p>	Fashion Shopping	Present Simple Passive Past Simple Passive	<i>Sport &amp; Style</i> Descriptions of museum exhibits ▶ Video <i>Buying By Colour</i> An article ▶ Quiz	An interview about how clothes affect us A podcast about a department store
<b>REVIEW 3</b> Page 111	Vocabulary Review		Grammar Review	

Pairwork Activities Page 113

Pronunciation Appendix Page 137

Fast Finishers Page 115

Optional Grammar Extension Page 141

	SPEAKING	WRITING	PROJECT	Culture Quiz ALTERNATIVES	KEY COMPETENCES* & SUSTAINABLE DEVELOPMENT GOALS
	Planning an event Expressing your opinion ▶ Video  <b>Project Skill 2</b> Express your opinion about your town or city <i>Cognates</i> /ə/, /ɒ/	<b>Project Skill 1</b> A notice for a charity event  <b>Project Skill 3</b> An opinion essay about your town or city <i>Connectors of addition</i>	<b>Project Alternatives</b>  A proposal or a video of ideas to improve your community	Our Things ▶ Video	1 2 3 4 5 6 7 8  <b>1 NO POVERTY</b> 
	Talking about future dreams Booking a flight ▶ Video  <b>Project Skill 2</b> Book a flight for a future trip <i>Contractions with will</i> /ɪ/, /aɪ/	<b>Project Skill 1</b> A note to your future self  <b>Project Skill 3</b> An e-mail about future plans <i>Connectors of contrast</i>	<b>Project Alternatives</b>  A booklet or a digital presentation about life in the year 2100	Online Information ▶ Video	1 2 3 4 5 6 7 8  <b>8 DECENT WORK AND ECONOMIC GROWTH</b> 
	Talking about food experiences Visiting the doctor ▶ Video  <b>Project Skill 2</b> Role-play a visit to the doctor /e/, /ɪ/ /əʊ/, /ɒ/	<b>Project Skill 1</b> A plan for a healthy meal  <b>Project Skill 3</b> Posts for a forum about health <i>Time expressions</i>	<b>Project Alternatives</b>  An FAQ page or a video with questions and answers about health	Mealtime ▶ Video	1 2 3 4 5 6 7 8  <b>3 GOOD HEALTH AND WELL-BEING</b> 
	Discussing clothes shopping Making a decision ▶ Video  <b>Project Skill 2</b> Make a decision about a purchase /æ/, /ɪ/ <i>Stress: compound sounds</i>	<b>Project Skill 1</b> A summary of a survey about clothes shopping  <b>Project Skill 3</b> A product recommendation <i>Expressions to present opinions</i>	<b>Project Alternatives</b>  A webpage or a radio advert advertising a shop	Shopping ▶ Video	1 2 3 4 5 6 7 8  <b>12 RESPONSIBLE CONSUMPTION AND PRODUCTION</b> 

# ALTERNATIVES Workbook includes:

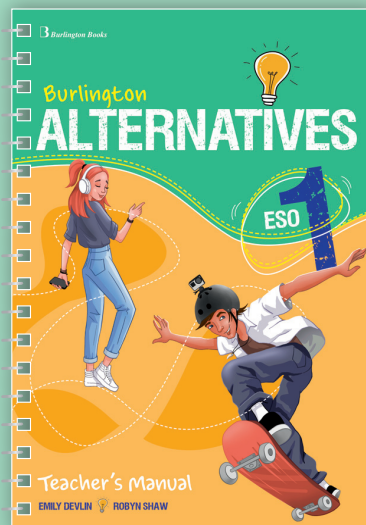
- Graded practice of vocabulary and language at three different levels
- Writing Practice and Writing Plan pages
- Progress and Competences Check and Round Up
- Language Builder
- Project Planners including graphic organisers, cue cards and presentation tips
- Glossary, Speaking Glossary, Grammar Appendix with activities, Irregular Verb List, Writing Guide and Learning Competences

FULL  
COLOUR!



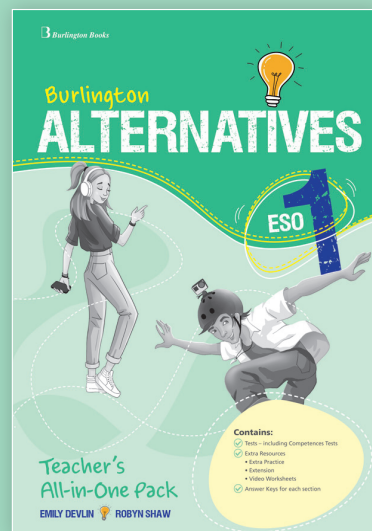
## ALTERNATIVES Teacher's Manual offers:

- Easy-to-use teacher's notes, spiral-bound and interleaved with Student's Book pages
- Complete listening scripts and optional activities
- Frequent additional cultural or cross-curricular information
- Guidelines for teachers working with Learning Competences, Collaborative Projects and the Common European Framework
- Workbook answers available at [www.burlingtonbooks.es](http://www.burlingtonbooks.es) and as a printed booklet on request
- Audio recordings available at [www.burlingtonbooks.es](http://www.burlingtonbooks.es)



## ALTERNATIVES Teacher's All-in-One Pack contains:

- Tests – including: Use of English and Competences Assessment at two levels and Competence Tests
- Extra Practice
- Extension
- Video Worksheets
- Answer Keys



# Burlington ALTERNATIVES



ESO

## An Alternative Approach to ESO!



### For The Student

#### Student's Book

Includes learning situations with project skills to cover learning competences, plus video and digital features



#### Workbook in full colour

Includes Progress and Competences Check, Project Planners and Language Builder



#### DIGITAL Includes:

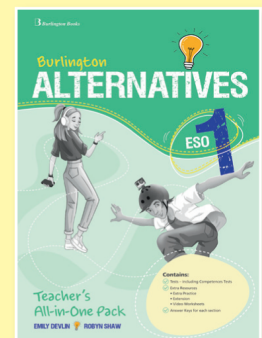
- › Vocabulary and Grammar Presentations
- › Videos, Slideshows, Infographics and more
- › Wordlist Plus, with activities
- › Vocabulary and Grammar Reviews
- › Record Yourself dialogues and activities, with feedback
- › Interactive SHUFFLE Games
- › Audio for Workbook

### For The Teachers

#### Teacher's Manual Interleaved with Student's Book



#### Teacher's All-in-One Pack Printed and digital formats



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

- › Class Games

**PLUS**

- › Test Generator

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