



All four levels available!

BURLINGTON  
**ACTIVE MINDS**  
INSPIRED TO EXPLORE. READY TO CREATE.

**NEW BURLINGTON COURSE FOR ESO**

Burlington Books  
The PUBLISHER that CARES

An innovative Burlington course designed for a new generation of ESO students

**How does ACTIVE MINDS make learning active, meaningful and connected to students' lives?**

With ...

- dynamic lessons filled with exciting, real-world content for teenagers
- a rich array of engaging texts and videos that keep students involved
- flexible and inclusive activities that empower students to be active learners
- practical, hands-on activities that truly demonstrate the students' learning process
- a central focus on the students' personal and social well-being
- a careful balance between high-energy learning and purposeful pauses for reflection and self-expression

**ACTIVE MINDS**

- Aligns with LOMLOE and CEFR
- Follows the principles of the Universal Design for Learning (UDL) framework
- Integrates the UN Sustainable Development Goals

**STEP 2** Original themes and overarching questions bring about fresh combinations of vocabulary topics and authentic practice of grammar.

	VOCABULARY	GRAMMAR	READING
<p><b>OUR FAVOURITE THINGS</b> Page 14</p> <p><b>Step 1</b> Record a message for a friend about items at a sale</p> <p><b>Step 2</b> Interview a friend about a collection</p> <p><b>Step 3</b> Write a personal profile</p> <p><b>Project</b> Write two collectors' stories for a blog</p>	<p><b>Learning Situation</b> What types of things do people collect? Why do people collect things? </p> <p>The home</p> <p>There is / There are</p>	<p>Star Collectors Magazine profiles </p> <p>School News Notices and a group chat </p>	<p>Articles and quantifiers</p>

**STEP 4** By completing three Learning Step tasks plus a Project, students produce meaningful outcomes and find multiple answers to the initial overarching questions.

generation of ESO students

*Active Minds* inspires students to explore new ideas step-by-step and create meaningful content.

**STEP 1** Thought-provoking, overarching questions on real issues are the key to active and enjoyable learning. Here are some examples:

**Learning Situation** What makes people laugh?  
What are the benefits of laughing?

**Learning Situation** What do people and animals dream about?  
Why do we dream and how can our dreams affect us?

**Learning Situation** How does film affect real life?  
How does real life affect film and film-making?

**Learning Situation** How does the weather affect a country's culture and its way of life?

**STEP 3** Students go on to read about, listen to, speak and write about various aspects of the issue they are investigating.

	LISTENING	SPEAKING	WRITING	EXTRA	KEY COMPETENCES & DEVELOPMENT GOALS
<p><b>Science: Insect Collecting in Japan</b> <i>How to Collect Butterflies in a Butterfly Garden</i></p>	<p>A phone conversation about a car boot sale</p> <p>A survey about favourite things</p>	<p>Describing a picture (L1, L4)</p> <p>Talking about a collection </p>	<p>A personal profile</p> <p>Word order with adjectives</p>	<p>1 2 3 4</p> <p>5 6 7 8</p> <p></p>	

**Activate!**



## Extra cross-curricular skills work

▶ Hands-on activities for enjoyable experiential learning

▶ Endless variety

▶ Real opportunities for mediation

**EXTRA MUSIC**  
SHAKE MUSIC WITH GLASSES OF WATER. Shake each glass with water. Try to get a rhythm. Try to make a melody.

1. Fill each glass with a different amount of water.  
2. Tap each glass with a pencil or stick.  
3. Try to get a rhythm.  
4. Try to make a melody.

LEVEL 1

**EXTRA LITERATURE**  
A MOORABURN NIGHT'S DREAM

1. Read the story.  
2. Draw a picture of the scene.

LEVEL 1

**EXTRA STEM**  
INTRODUCTION TO SUSPENSION

1. Look at the picture of the suspension bridge.  
2. Draw a picture of a suspension bridge.

**EXTRA ECOLOGY**  
Sustainable Eating for a Better World

1. Look at the world map.  
2. Draw a picture of a sustainable eating habit.

LEVEL 2

**EXTRA ECOLOGY**  
All Green Omelette

1. Read the recipe.  
2. Draw a picture of the omelette.

LEVEL 3

**EXTRA MATHS**  
WHERE NUMBERS GROW WILD

1. Look at the bar chart.  
2. Draw a picture of the numbers.

LEVEL 4

Mixed-ability friendly

Always actively learning with scaffolded content and helpful features designed for mixed-ability classes

ACTIVE GRAMMAR LAB page 113

BASICS, Exercises 7-9  
MORE PRACTICE, Exercises 10-12  
EXTENSION, Exercise 13

**ACTIVE GRAMMAR LAB**  
RECORD YOURSELF

1. Copy the chart.  
2. Add a new category to the chart.

▶ Active Grammar Lab with practice at three levels

3. INTERACTION Play a game with your partner. Copy the chart. Then in turns, add an animal to each category. The first person without any new words to add loses.

Marine animals	Farm animals	Animals that fly
Jellyfish		

**EXTRA** Add a new category to the chart in Exercise 3. How many animals can you and your partner name for that category?

Record Yourself

▶ Record Yourself for individual practice

**EXTRA** Write two true and two false sentences about your summer plans. Use *be going to*. Then show your partner the sentences. Can your partner guess which sentences are false?

▶ Extra optional activities integrated throughout learning situations

## Gamified revision that is social!

Fun board games to promote interaction and confidence building

**PLAY A GAME**  
RECORD YOURSELF

1. Play the board game.  
2. Draw a picture of the game.

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## WELL-BEING Special attention is devoted to students' well-being

Moments for self-reflection or class discussion are integrated into each theme.

▶ Multiple aspects are included: emotional awareness • physical and mental health social interaction • our relationship with the environment • our culture

**WELL-BEING** What do you do when you are afraid of something? Do you think your reaction to scary situations is healthy or unhealthy?

LEVEL 1

**WELL-BEING** How can a connection with older family members affect our well-being? How else can we benefit from these relationships?

LEVEL 2

**WELL-BEING** Why do you think urban forests help people feel good?

LEVEL 2

**WELL-BEING** When we help people succeed, what effect does this have on our own well-being?

LEVEL 3

**WELL-BEING** What do you do when you feel miserable? Do you talk to someone? Share your answers with a friend.

LEVEL 3

**WELL-BEING** Which foods are mentioned in Exercise 1? Why are each of these necessary for a balanced diet and healthy nutrition? Which other foods should you include in a healthy diet? Explain.

LEVEL 4

## Collaborative activities promote well-being.

▶ Activities that encourage positive relationships and personal growth  
▶ A safe, inclusive environment

**WELL-BEING**  
INVENT AN ANIMAL CHARACTER  
CREATE A CLASS STORY  
CREATE A TRIVIA QUIZ  
PLAN A SURVIVAL FILM NIGHT  
SHARE A FAMILY TRADITION

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## well-being

### Active Journal: A personal space for students

In line with *Active Minds'* focus on well-being, this unique optional gift, *Active Journal*, is designed to offer students opportunities to pause, reflect and express themselves.

A special addition

**ACTIVE JOURNAL 1**  
**ACTIVE JOURNAL 2**  
**ACTIVE JOURNAL 3**  
**ACTIVE JOURNAL 4**

▶ The *Active Journal* is an optional extension of the course that encourages students to take time out and do a bit of creative writing guided by simple prompts.

▶ The *Active Journal* is not linked to the Student's Book sequence or assessment. Teachers can use it flexibly, or encourage students to use it independently.

**HOW PEOPLE USE THE WAY WE USE WORDS**  
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