

# SCHOOL CATALOGUE



**Burlington**  
ENGLISH



THE **PUBLISHER**  
THAT **CARES** 



# From The Managing Director's Desk

Dear Educators,

Welcome to our catalogue!

I'd like to begin by thanking our partner schools and institutions for the overwhelmingly positive response to the release of our *Burlington Magic of Early Years* series earlier this year. We value your feedback and will use it to inspire future editions of this much-loved early years resource.

Before introducing two exciting new resources, I'd like to restate our commitment to the vision of a 'massive transformation in education' as spelled out in the National Education Policy 2020 (NEP 2020). Burlington English resources provide learners with engaging, multimodal learning experiences to develop effective English communication skills, creativity, critical thinking and collaboration. Aligned to current National Curriculum Frameworks (NCFs), Burlington coursebooks promote holistic development, skill enhancement and holistic learning. Our blend of high-quality print materials and AI-powered digital resources are designed to equip every learner with the skills they need to shine in the workforce of tomorrow. The latest versions of our resources can be found in this catalogue.

As we move closer to 2030, the deadline for achieving the United Nations Sustainable Development Goals (SDGs) is moving into sharper focus. With this as a backdrop, I am delighted to announce the release of two new resources, *BURLINGTON ENGLISH INSPIRE: Building Skills for a Sustainable Future* and *Burlington English Everyday Grammar*. With these releases, we have integrated key global citizenship skills into the English language learning journey to support schools in shaping responsible and compassionate citizens.

Our work in teacher education across India and Southeast Asia has continued to flourish through training events, masterclasses, webinars and our popular series of 100ED workshops. With all of our professional development and training initiatives, we strive to empower effective teaching by providing teachers and school leaders with the latest thinking and methodologies in English language teaching and English medium education. We are immensely proud to be contributing to the ongoing transformative changes to global education.

Burlington English is The Publisher That Cares, and the mantra of service underpins everything we do. I am pleased to announce that our commitment to excellence has been recognised by ECA-APER with the 2025 award for *Exemplary Work in Children's Publications for the Foundational Years*. This, and other accolades have galvanised our determination to become India and Southeast Asia's favourite English language publisher.

If this is the first time you've seen a Burlington English catalogue, welcome! And to our existing partners, we look forward to continuing to serve you on your teaching and learning journey.

With warm wishes,  
Amit Baveja  
Managing Director  
India and Southeast Asia



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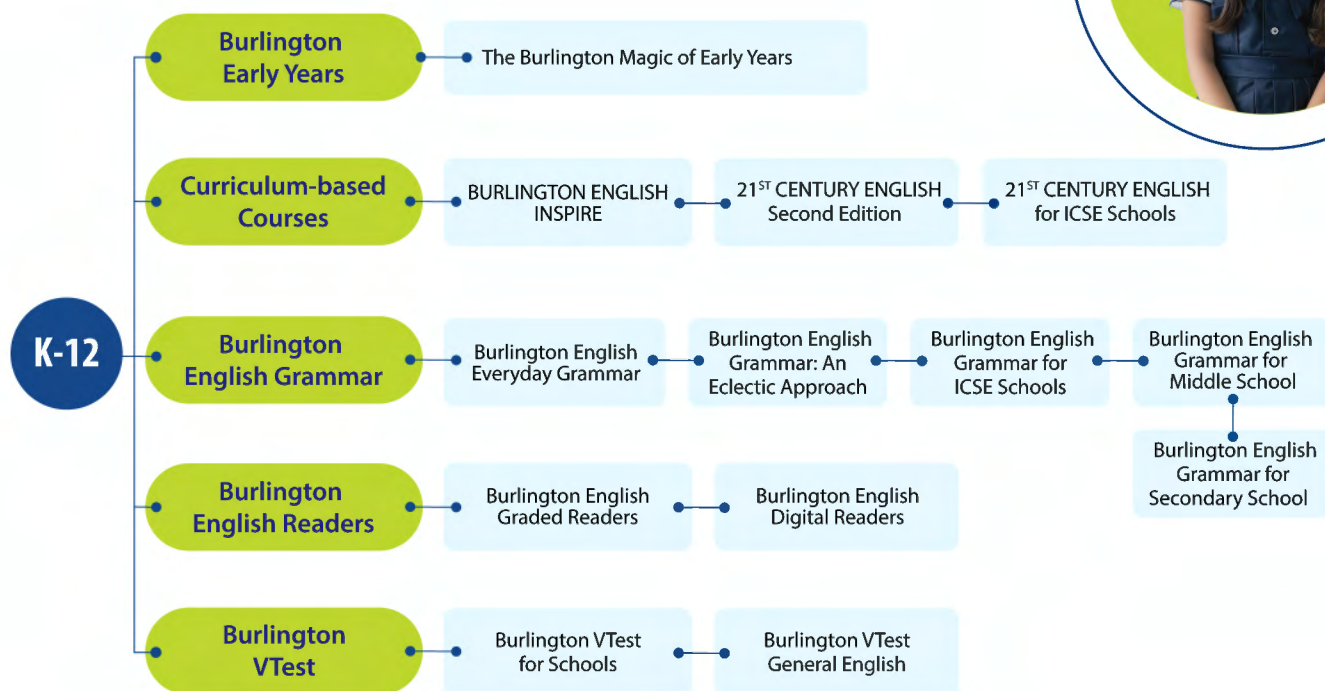
# Welcome to Burlington English!

## Our Approach

Burlington English combines the latest language teaching methodology with advanced digital technology to create a unique learning experience. Our teaching and learning materials support the fundamental principles of the NEP 2020.

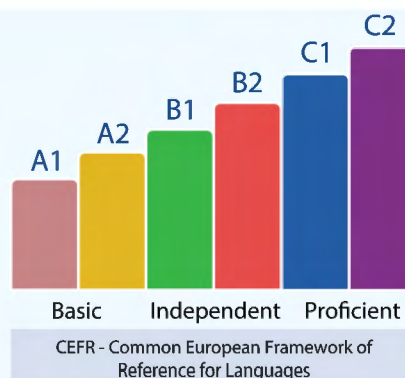
## Our Portfolio

Our comprehensive portfolio offers schools, universities, companies and individual learners access to world-class teaching, learning and assessment materials, thoughtfully curated for India.



## Our Benchmarks

All Burlington English learning and assessment products are aligned to the Common European Framework of Reference for Languages (CEFR)—an international standard for describing language ability.



# About Us

For over 40 years, the Burlington group has been publishing educational materials used by millions of learners worldwide. Today, Burlington English is a leading global provider of print and digital solutions, as well as services for language teaching, learning, assessment, teacher training and educational research.

## Our Vision

Inspiring English language learning around the world.

## Our Mission

Burlington English facilitates lifelong learning for teachers and students. We offer programmes for young learners, college students and working professionals. Our content is driven by innovative pedagogy, instructional design and cutting-edge technology, which supports teachers and students on their learning journey. Burlington English provides students and teachers with the perfect blend of in-class and self-study material in both print and digital formats. Our digital content can be accessed anytime, anywhere and on any device. We work to empower teachers and learners by developing English communication skills for the 21<sup>st</sup> century. We are **The Publisher That Cares**.

**Burlington English helps learners and educators across the globe to realise their communication potential!**



# The Burlington English Edge

*...classroom transactions will shift, towards competency-based learning and education.*

National Education Policy 2020, 4.6

Burlington English is the one-stop solution for the language development needs of your school, college or company. Our content is aligned to NEP 2020, NCF-FS 2022 and NCF-SE 2023, and is curated to fit the curricular needs of CBSE and CISCE. We blend content with state-of-the-art language-learning technology to elevate the quality of English education in Indian schools. The learner and the educator are central to our mission, and we strive to empower both every day.



# Our NEP-powered Advantages

**Burlington English** is aligned with the National Education Policy 2020, inspiring educators and challenging students to realise their full potential.



# Aligned to the CEFR

| CEFR Level    | Burlington English Products                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Global Scale            | Common Reference Levels                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>B2</b>     | <ul style="list-style-type: none"> <li>BURLINGTON ENGLISH INSPIRE, Grade 8</li> <li>21<sup>ST</sup> CENTURY ENGLISH Second Edition, Grade 8</li> <li>21<sup>ST</sup> CENTURY ENGLISH for ICSE Schools, Grade 8</li> <li>Burlington English Everyday Grammar, Grade 8</li> <li>Burlington English Grammar for ICSE Schools, Grade 8</li> <li>Burlington English Grammar: An Eclectic Approach, Grade 8</li> <li>Burlington English Grammar for Secondary School</li> <li>Readers (Blue Band)</li> </ul> | <b>B2</b>               | <ul style="list-style-type: none"> <li>Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in areas of personal interest or expertise</li> <li>Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers possible without strain for either party</li> <li>Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options</li> </ul> |
| <b>B1+</b>    | <ul style="list-style-type: none"> <li>BURLINGTON ENGLISH INSPIRE, Grade 7</li> <li>21<sup>ST</sup> CENTURY ENGLISH Second Edition, Grade 7</li> <li>21<sup>ST</sup> CENTURY ENGLISH for ICSE Schools, Grade 7</li> <li>Burlington English Everyday Grammar, Grade 7</li> <li>Burlington English Grammar for ICSE Schools, Grade 7</li> <li>Burlington English Grammar: An Eclectic Approach, Grade 7</li> <li>Readers (Red Band)</li> </ul>                                                           | <b>INDEPENDENT USER</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>B1</b>     | <ul style="list-style-type: none"> <li>BURLINGTON ENGLISH INSPIRE, Grade 6</li> <li>21<sup>ST</sup> CENTURY ENGLISH Second Edition, Grade 6</li> <li>21<sup>ST</sup> CENTURY ENGLISH for ICSE Schools, Grade 6</li> <li>Burlington English Everyday Grammar, Grade 6</li> <li>Burlington English Grammar for ICSE Schools, Grade 6</li> <li>Burlington English Grammar: An Eclectic Approach, Grade 6</li> <li>Burlington English Grammar for Middle School</li> <li>Readers (Green Band)</li> </ul>   |                         | <ul style="list-style-type: none"> <li>Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc</li> <li>Can deal with most situations likely to arise whilst travelling in an area where the language is spoken</li> <li>Can produce simple connected text on topics which are familiar or of personal interest</li> <li>Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans</li> </ul>             |
| <b>A2+</b>    | <ul style="list-style-type: none"> <li>BURLINGTON ENGLISH INSPIRE, Grade 5</li> <li>21<sup>ST</sup> CENTURY ENGLISH Second Edition, Grade 5</li> <li>21<sup>ST</sup> CENTURY ENGLISH for ICSE Schools, Grade 5</li> <li>Burlington English Everyday Grammar, Grade 5</li> <li>Burlington English Grammar for ICSE Schools, Grade 5</li> <li>Burlington English Grammar: An Eclectic Approach, Grade 5</li> </ul>                                                                                       |                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>A2</b>     | <ul style="list-style-type: none"> <li>BURLINGTON ENGLISH INSPIRE, Grade 4</li> <li>21<sup>ST</sup> CENTURY ENGLISH Second Edition, Grade 4</li> <li>21<sup>ST</sup> CENTURY ENGLISH for ICSE Schools, Grade 4</li> <li>Burlington English Everyday Grammar, Grade 4</li> <li>Burlington English Grammar for ICSE Schools, Grade 4</li> <li>Burlington English Grammar: An Eclectic Approach, Grade 4</li> <li>Readers (Purple Band)</li> </ul>                                                        | <b>A2</b>               | <ul style="list-style-type: none"> <li>Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment)</li> <li>Can communicate in simple and routine tasks requiring a simple and direct exchange of information familiar and routine matters</li> <li>Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need</li> </ul>                               |
| <b>A1+</b>    | <ul style="list-style-type: none"> <li>Readers (Yellow Band)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>BASIC USER</b>       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>A1</b>     | <ul style="list-style-type: none"> <li>BURLINGTON ENGLISH INSPIRE, Grade 3</li> <li>21<sup>ST</sup> CENTURY ENGLISH Second Edition, Grade 3</li> <li>21<sup>ST</sup> CENTURY ENGLISH for ICSE Schools, Grade 3</li> <li>Burlington English Everyday Grammar, Grade 3</li> <li>Burlington English Grammar for ICSE Schools, Grade 3</li> <li>Burlington English Grammar: An Eclectic Approach, Grade 3</li> <li>Readers (Cyan Band)</li> </ul>                                                          |                         | <ul style="list-style-type: none"> <li>Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type</li> <li>Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has</li> <li>Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help</li> </ul>                                                                         |
| <b>Pre-A1</b> | <ul style="list-style-type: none"> <li>BURLINGTON ENGLISH INSPIRE, Grades 1 &amp; 2</li> <li>21<sup>ST</sup> CENTURY ENGLISH Second Edition, Grades 1 &amp; 2</li> <li>21<sup>ST</sup> CENTURY ENGLISH for ICSE Schools, Grades 1 &amp; 2</li> <li>Burlington English Everyday Grammar, Grades 1 &amp; 2</li> <li>Burlington English Grammar for ICSE Schools, Grades 1 &amp; 2</li> <li>Burlington English Grammar: An Eclectic Approach, Grades 1 &amp; 2</li> </ul>                                 |                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

# Our Amazing Digital Resources

“

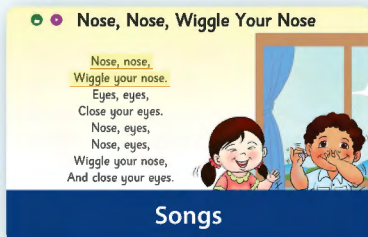
*Technology will not just change what students learn in the classroom, but how they learn...*

National Education Policy 2020, 23.2

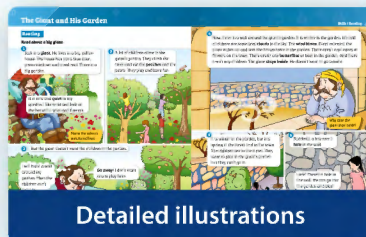
Burlington English digital resources are aligned with NEP’s goal of integrating technological tools to enhance the educational experience. Our application allows for an engaging learning experience with a range of exciting features.

## Multimodal Learning

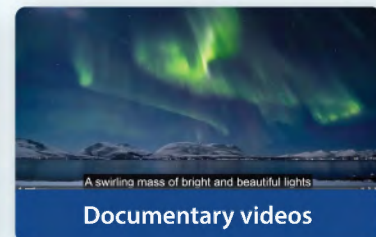
Engaging digital resources create an immersive learning experience.



Songs



Detailed illustrations



Documentary videos



Animated movies



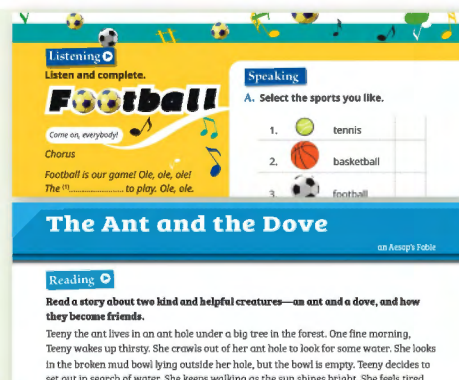
3D animations



Fun games

## Holistic Learning

Interactive listening, speaking, reading and writing activities build a comprehensive learning experience for the student.



## Personalised Pronunciation Practice

Patented AI-powered SpeechTrainer® aids in pronunciation correction and feedback tailored to each child's unique needs.



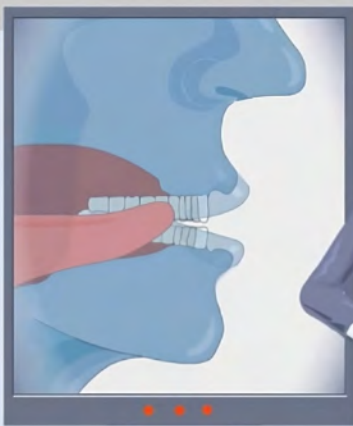

**Pronunciation Course**

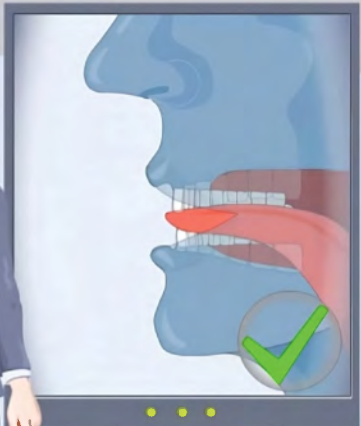
▶ **th as in booth**

< **STEP 2: WATCH** >

**STEPS**

1. COMPARE  
2. WATCH  
3. LISTEN  
4. PRACTICE





**Boot**

**Booth**

## Support for 11 Indian Languages

- Bengali
- Kannada
- Marathi
- Telugu
- Gujarati
- Punjabi
- Odia
- Urdu
- Hindi
- Malayalam
- Tamil

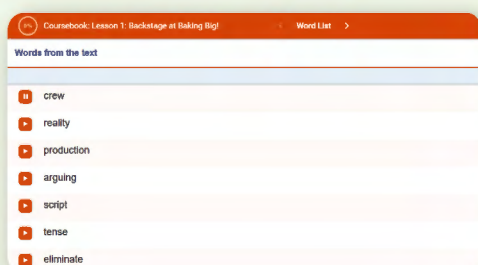
## Measure Progress

Real-time progress tracking for students helps teachers monitor and plan instructions.



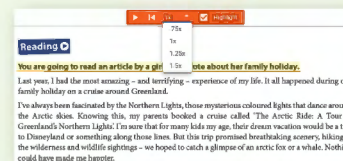
## Wordlists

Words curated from different lessons equip students with a strong vocabulary.



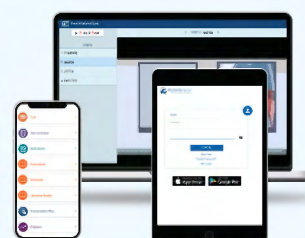
## Read-along

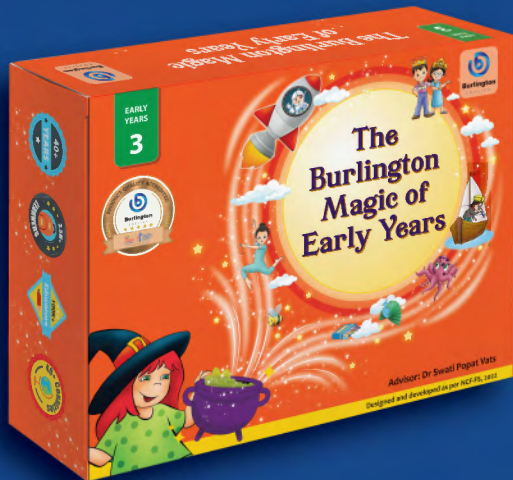
Audio narration with the text helps students assimilate information faster.



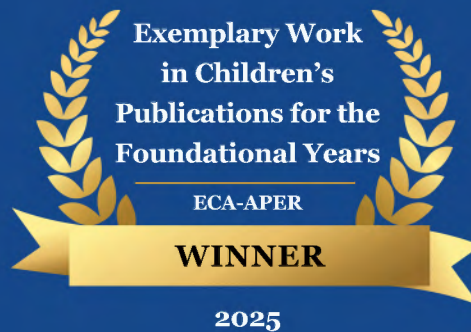
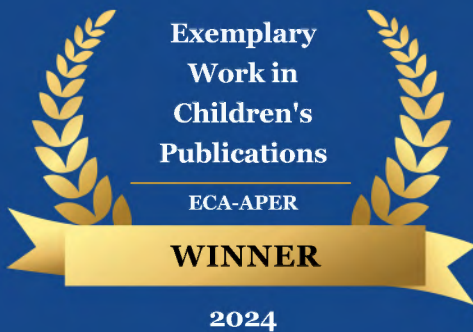
## Accessible

Student e-books available anytime, anywhere and on any device make resources accessible.





SCAN TO PREVIEW  
OUR PRODUCT



# THE BURLINGTON MAGIC OF EARLY YEARS

## The Burlington Magic of Early Years

Levels 1, 2 and 3

**The Burlington Magic of Early Years** is a comprehensive three-level course tailored for young learners in their formative years. The course has been designed and developed as per the provisions of the NCF-FS 2022. This user-friendly, multifaceted course is meticulously crafted to foster the holistic growth of preschoolers, encompassing literacy, numeracy, general awareness, wellness and artistic expression.

### Features and Benefits



**Comprehensive curriculum alignment**  
to ensure consistency and coherence in learning outcomes

**Holistic development focus**  
to support well-rounded growth



**Diverse learning material supporting Developmentally Appropriate Practices**  
to enhance learning by providing age-appropriate and engaging resources

**Parental involvement** to strengthen the home-school connection, reinforcing learning and fostering a supportive environment



## For the Teacher

Big Books

Story Cards

Detailed Teacher  
Guides

HPC  
Templates

Professional  
Development  
Support



**Amazing digital resources**  
to enrich the learning experience  
with multimedia resources



**Experiential learning** to encourage  
hands-on activities and real-world  
experiences and promote deeper  
understanding and retention of concepts

Product development under the expert  
guidance of **Dr. Swati Popat Vats**,  
keeping the latest brain development  
research in mind to facilitate optimal  
cognitive growth



**Professional development support**  
to enhance teacher effectiveness





| Physical Development,<br>Socio-emotional and<br>Ethical Development                       | Cognitive<br>Development                                                                                                                      | Language and Literacy<br>Development                                                                                                                                                              | Aesthetic and Cultural<br>Development                             |
|-------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>+ Wellness and Well-being Activity Book</li> </ul> | <ul style="list-style-type: none"> <li>+ World Around Me Activity Book</li> <li>+ Numeracy Skillbook</li> <li>+ Numeracy Home Play</li> </ul> | <ul style="list-style-type: none"> <li>+ Oral Language Development</li> <li>+ Oral Language Development Home Play</li> <li>+ Alphabet Book</li> <li>+ Rhymes Book</li> <li>+ Storybook</li> </ul> | <ul style="list-style-type: none"> <li>+ Art and Craft</li> </ul> |

• Parent's Handbook • Flash Cards • Game Cards • Dizzy Sticker

Early Years 1





| Physical Development,<br>Socio-emotional and<br>Ethical Development                       | Cognitive<br>Development                                                                                                                      | Language and Literacy<br>Development                                                                                                                                                                                             | Aesthetic and Cultural<br>Development                             |
|-------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>+ Wellness and Well-being Activity Book</li> </ul> | <ul style="list-style-type: none"> <li>+ World Around Me Activity Book</li> <li>+ Numeracy Skillbook</li> <li>+ Numeracy Home Play</li> </ul> | <ul style="list-style-type: none"> <li>+ Oral Language Development</li> <li>+ Oral Language Development Home Play</li> <li>+ Word Recognition</li> <li>+ Writing Practice</li> <li>+ Rhymes Book</li> <li>+ Storybook</li> </ul> | <ul style="list-style-type: none"> <li>+ Art and Craft</li> </ul> |

• Parent's Handbook • Flash Cards • Game Cards • Dizzy Sticker

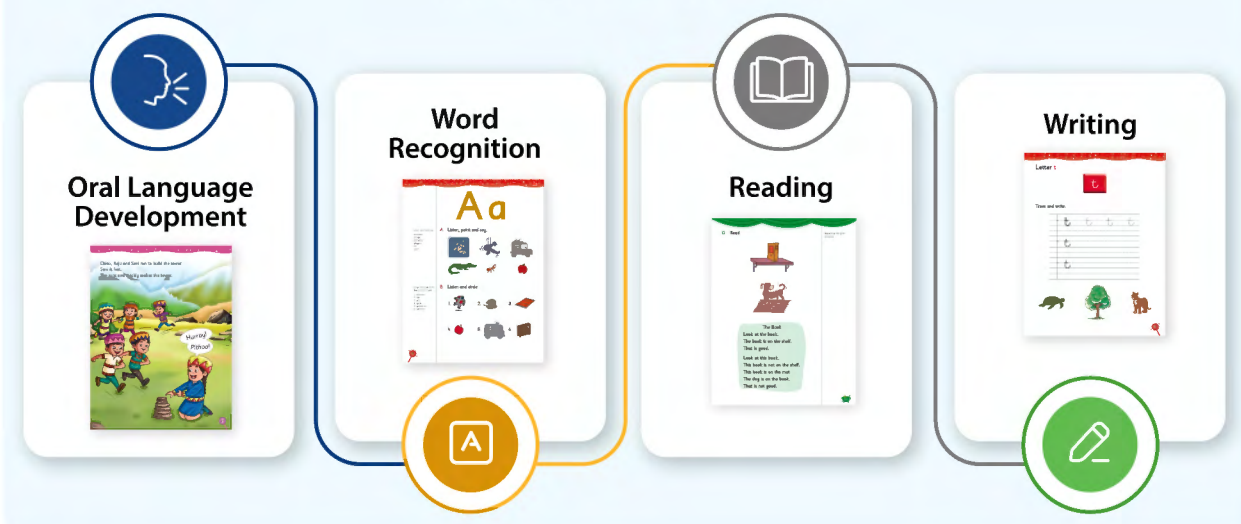
Early Years 2 and 3



# Language and Literacy Development

Our language and literacy development resources equip children with essential communication skills, offering ample opportunities to cultivate real-life competencies. Using the four-block model, we ensure a holistic approach to learning.

## The Four-block Model



**Oral Language Development Books** introduce young learners to the English language and help them build their vocabulary through engaging activities, stories, songs and games.



**Oral Language Development Home Play Books** offer each learner an opportunity to continue their learning at home in a playful manner.



**Writing Practice Books** help practice writing letters, words and sentences using the joined handwriting techniques and three-lined pages.



**Word Recognition Books** develop reading skills in learners through letter-sound correspondence, phonological awareness and visual recognition.



**Rhymes Books** blend music and kinaesthetic learning to build phonological awareness.



**Storybooks** foster imagination, creativity and language skills in learners through Indian stories.



**Alphabet Book** familiarises learners with the English alphabet through letter-case differentiation, letter-object relationships and letter formation.

# Cognitive Development Resources for Early Years

## Cognitive Development - Numeracy

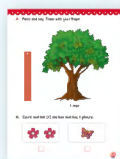


By connecting mathematics to real-life situations, we aim to transform learners into effective problem-solvers. The **Numeracy Skillbooks** and the **Numeracy Home Play Books**, aligned with the four-block model for mathematics instruction outlined in the NCF-FS 2022 framework, foster holistic development for all learners.

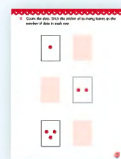
### Four-block Model



Oral Math Talk



Skill Teaching



Skill Practice



Math Games

## Cognitive Development - World Around Me



Children make sense of the world around them through observation and logical thinking. Our **World Around Me Activity Books** curate an educational environment that helps young learners observe objects around them and understand their relationships.

## Physical, Socio-emotional and Ethical Development



The **Wellness and Well-being Activity Books** guide young learners to make healthy choices, build positive social connections and understand their emotions. Incorporating the *Panchakosha* framework, fun activities promote physical growth, sensory development and whole-body coordination.

## Aesthetic and Cultural Development

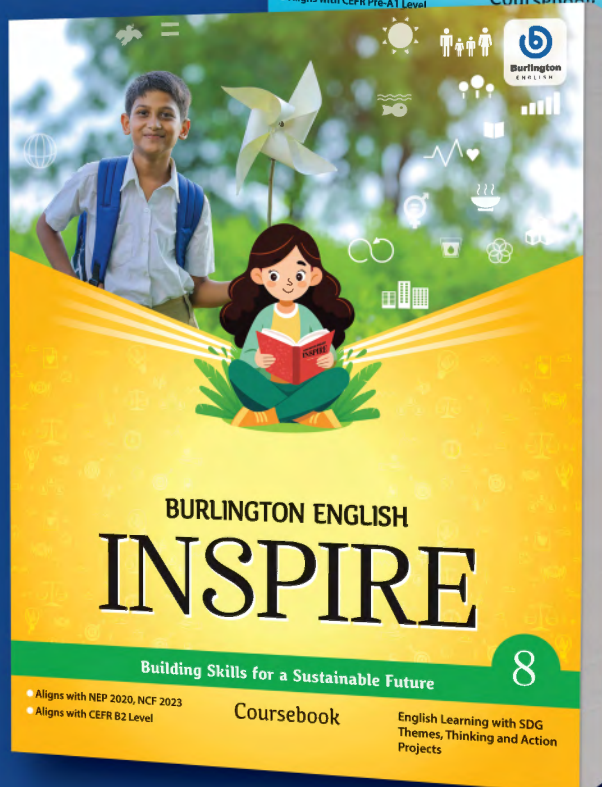
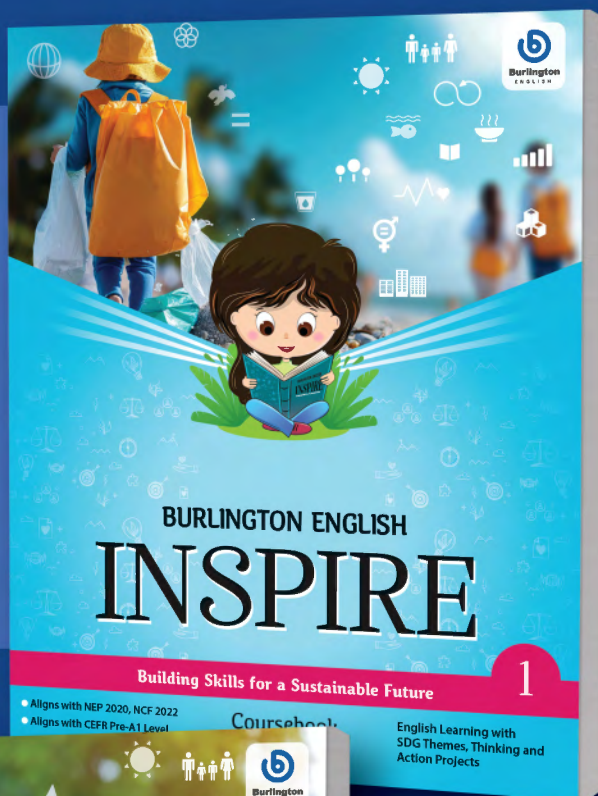


We believe that art and craft immersion provides another medium for young learners to express their ideas, emotions and feelings. Burlington English aims to instil curiosity by encouraging students to explore materials, mediums and tools through our **Art and Craft Books**.

**NEW**

CONFORMS  
WITH NATIONAL  
EDUCATION  
POLICY 2020

ALIGNS  
WITH CEFR  
PRE-A1 TO  
B2 LEVELS



SCAN TO PREVIEW  
OUR PRODUCT

**BURLINGTON ENGLISH INSPIRE**

**EXCLUSIVE ACCESS TO**  
**Burlington VTest Diagnostic**  
**FOR GRADES 6 TO 8**

For more information, see page 44

# BURLINGTON ENGLISH INSPIRE Building Skills for a Sustainable Future

Grades 1 to 8

**BURLINGTON ENGLISH INSPIRE: Building Skills for a Sustainable Future** is a values-based English course that builds language skills with purpose. Aligned to CEFR, NEP 2020 and NCF 2023, it supports learners across all domains: reading, writing, speaking, listening, vocabulary and grammar. But Burlington English Inspire goes further.

Each unit is built around real-world themes—inclusion, food equity, climate action, digital literacy, creative thinking—that link directly to the UN Sustainable Development Goals. Students engage with these themes through global texts and Indian voices, then apply their learning through writing diary entries, essays, blogs, reviews, stories and more.

## Features and Benefits



Unique SDG-based chapter openers to set the context and tone for each lesson

### Vocabulary

A. Replace the words in bold with a suitable word. Use the words given.

desert worried lonely crowd kitten magical  
wonderful glue strange home

1. A large **group of people** came to see the festival.
2. Maya wanted to go back to the **place where she lived with her family**.
3. Rusty, Ria's dog, ran after a **baby cat**.
4. Rahul used a **sticky substance** to hold the paper together.
5. Priya missed home and felt **sad and alone**.
6. We had a **very happy and special** time at the beach.
7. I heard a **very different and unusual** sound outside.
8. She looked **unhappy and nervous** when she couldn't find her book.
9. A camel can walk for days in the **hot, dry land with lots of sand**.
10. The night sky looked **like it had real magic** with all the stars.

B. Match the words with their meanings.

- |              |                                                     |
|--------------|-----------------------------------------------------|
| 1. wizard    | a. to join pieces of cloth with a needle and thread |
| 2. Imaginary | b. a very strong, spinning wind (like a big storm)  |
| 3. flight    | c. things that look real but are not                |
| 4. cyclone   | d. not real; only in your mind                      |
| 5. sew       | e. very strong or angry                             |
| 6. gentle    | f. the act of flying in the air                     |
| 7. illusions | g. a man with magical powers                        |
| 8. fierce    | h. soft and kind                                    |

Vocabulary development through meaningful texts and word-building strategies to aid language acquisition



Diverse texts encompassing SDGs and cultural diversity to enhance global awareness

### Grammar

#### Future Simple: will

We use the **Future Simple** to talk about an action that has not yet happened but will happen later. We use the word **will** and the verb to talk about the future.

- We use **will**:
- when we talk about something that will happen in the future.  
Oz will visit a great brother Wizard in the clouds.
  - when we decide something at the moment.  
Toto is missing! I will look for him in the garden.
  - when we promise or offer to do something.  
I will help you with the balloons.

The negative form of **will** (**ll**) is **will not (won't)**.  
Dorothy will not (won't) go to Kansas.

| Positive                                                                      | Negative                                                                             | Questions and short answers                                                                    |
|-------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| I / You / He / She / It / We / They <b>will (ll)</b> go to the park tomorrow. | I / You / He / She / It / We / They <b>will not (won't)</b> go to the park tomorrow. | Will I / you / he / she / it / we / they go to the park tomorrow?<br>Yes, I will. No, I won't. |

**Time Expressions:** tomorrow, soon, later, tonight, next week/month, in a few minutes, at 5 o'clock

#### A Complete. Use will/won't and the verbs given.

- Ela needs new shoes. She **(buy)** a pair later.
- Sameera **(come)** to the cinema with us tonight because she's busy.
- Aman has got a lot of homework to do, so he **(meet)** his friends this afternoon.
- (play)** basketball this afternoon?
- (tidy up)** her bedroom later?
- I'm excited because I **(ride)** my new bike to school tomorrow.



Grammar taught in real-life use for functional practice and contextual relevance

## SDG Project

### Eat, Share, Smile!



#### A TELL Share with the class.

- What is your favourite food?
- Do you share your food with friends?
- How does good food make you feel?
- Why is it nice to share food with others?

#### B DRAW Which food items would you like to share with your friend? Draw in the box below.



SDG-linked projects like *Voices for the Planet* and *Wings of Work* for hands-on experience

**GIVING REASONS AND EXPLAINING THEM** In paragraph 2, the writer gives three reasons for his opinion and gives details to support each reason. What are the reasons? What details does he give to support each reason?

- First reason: .....  
Supporting details: .....
- Second reason: .....  
Supporting details: .....
- Third reason: .....  
Supporting details: .....

The pictures below show people doing different sports. Describe what is happening in each picture.



Tasks focused on structured arguments and creative outputs to strengthen speaking and writing skills

### Understanding the Story

#### A Write T for true or F for false.

- Dorothy didn't want to go home and stay in Emerald City. ....
- Oz said he knew exactly where Kansas was. ....
- The balloon was made of different shades of green silk. ....
- The Lion brought the basket for the balloon. ....
- The people remembered Oz with love. ....

#### B Complete the sentences.

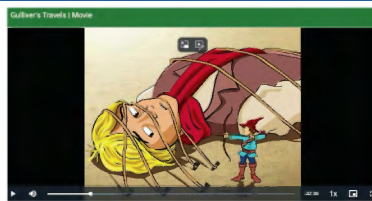
- Dorothy had not heard from ..... for three days.
- Oz said the first thing to do was to cross the .....
- The Tin Woodman made a ..... to fill the balloon with hot air.
- Oz said the ..... would lead the people while he was gone.
- Dorothy still longed for .....

#### C Read the statements and answer the question.

- But how can I cross the desert?
  - Who was I?
  - Why was she worried about crossing the desert?
  - Where was she going?
- Are you going with me?
  - Who were 'you' and 'me'?
  - Why was the speaker asking this?
  - What happened after this?
- I am going to visit a great brother Wizard in the clouds."
  - Who said this?
  - How was he going?
  - With whom was he going?
- "I can't come back, my dear."
  - Who was I?
  - Why couldn't the speaker come back?



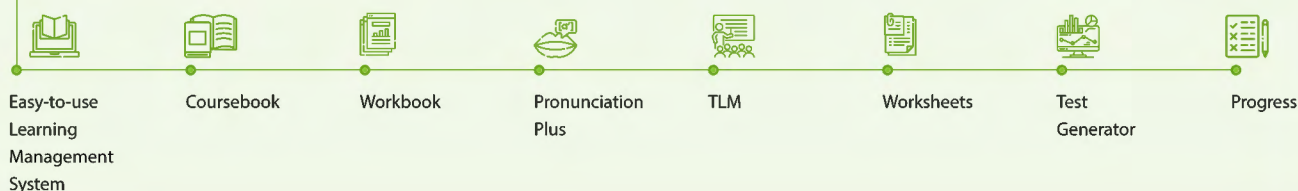
Competency-focused questions to help learners prepare for board exams



We offer amazing digital resources for an immersive learning experience:

- Songs
- 3D and 2D animated videos
- Documentaries
- Movies
- Interactive activities
- Vocabulary games
- Read-along feature

## For the Teacher



Continuous assessment methods to provide real-time feedback to learners

### WRITING An Argumentative Essay Work with a Model

A. Read the task below and answer the questions that follow.

- The best way to keep fit is by playing a team sport.**
- Write an **essay** on whether you agree or disagree with the statement above.
  - Include specific reasons and details to support your opinion.

1. What are you asked to give your opinion about?      2. Underline the two things you should include in your essay.

B. Read the model essay and complete the plan. Use the words below. Does the writer agree or disagree with the statement in the task?

reasons • opinion • sum up • details • topic

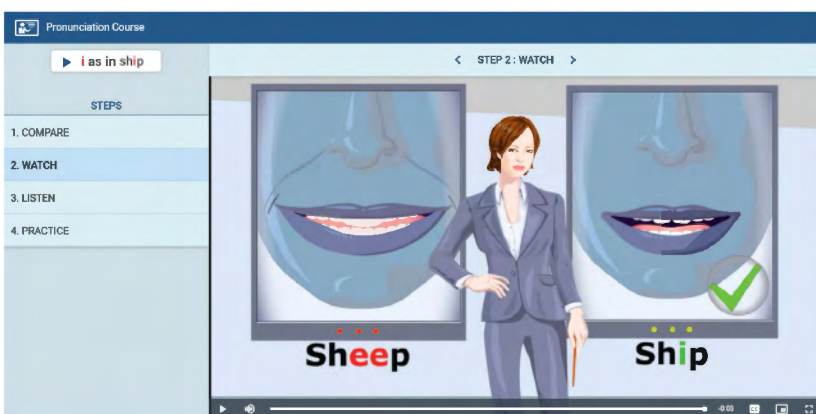
#### PLAN

Para 1: Introduce a ..... of the essay in your own words. Give your .....

#### MODEL

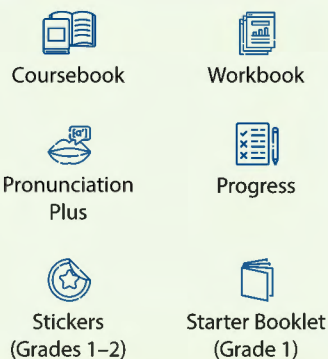
Playing team sports such as basketball or football can benefit you in many ways, but is it the best way to keep fit? In my opinion, team sports are not the best way to stay healthy and strong for a few reasons. Firstly, with team sports, you can only take part at certain times. You might have other things to do when there is training, such as studying for a test, so you will not be able to go to every training session. Secondly, when you

A progression of scaffolded writing forms to build writing skills



Pronunciation Plus with integrated SpeechTrainer® to help learners improve their pronunciation and intelligibility

## For the Student



# BURLINGTON ENGLISH INSPIRE

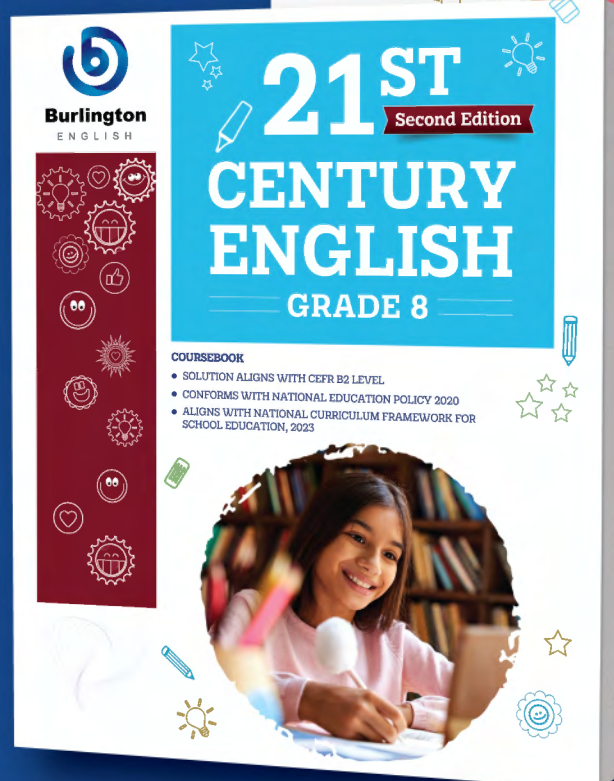
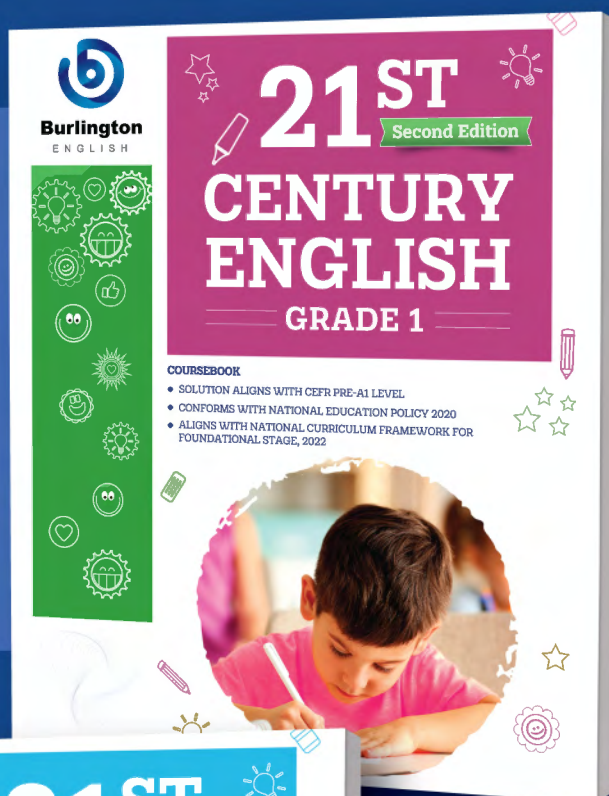
## Building Skills for a Sustainable Future

COURSE BOOK



CONFORMS  
WITH NATIONAL  
EDUCATION  
POLICY 2020

ALIGNS  
WITH CEFR  
PRE-A1 TO  
B2 LEVELS



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For more information, see page 44

# 21<sup>ST</sup> CENTURY ENGLISH Second Edition

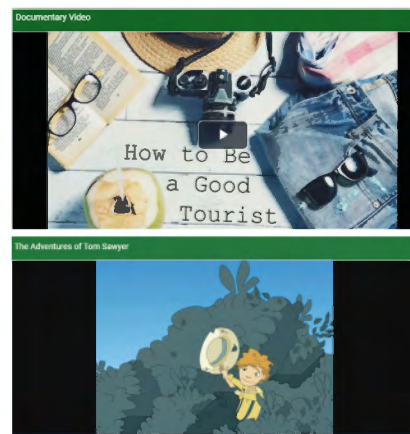
Grades 1 to 8

**21<sup>ST</sup> CENTURY ENGLISH Second Edition** is a comprehensive English language and literature course for grades 1 to 8 designed for the CBSE curriculum. The course promotes competency-based language acquisition with a focus on effective communication and use of English as a life skill. This series complies with the NEP 2020, NCF-FS 2022 and NCF-SE 2023 requirements.

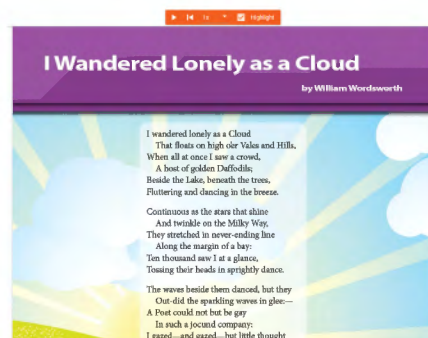
## Features and Benefits



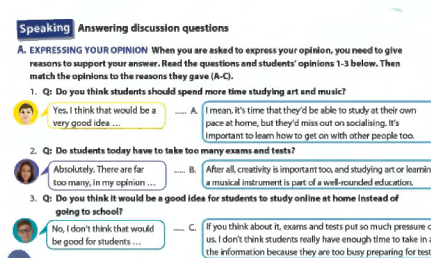
Variety of text types to engage learners and spark interest



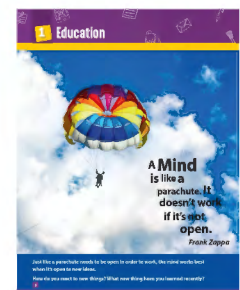
Multimodal learning through a variety of digital resources, like songs, 2D and 3D animations, documentary videos, near-authentic audios, infographics, vocabulary games and interactivities



Read-along feature for all lessons and poems, for an immersive learning experience

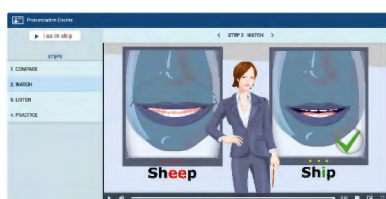
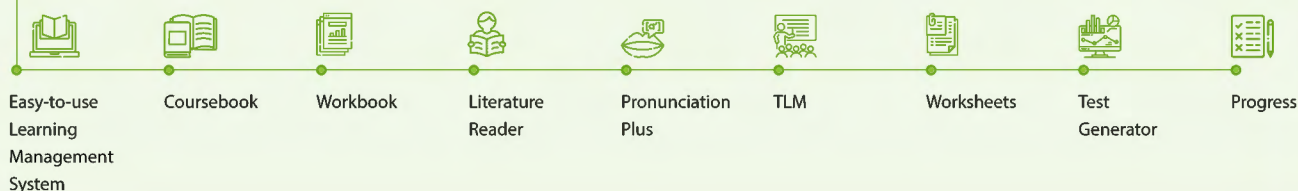


Detailed speaking sections, to help learners build communicative fluency and confidence in real-world situations



Unique theme-based lesson opening pages to set the tone for the lesson

## For the Teacher



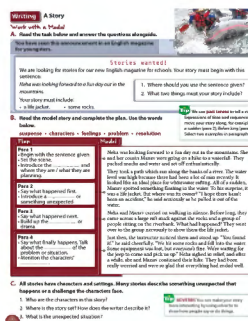
Pronunciation Plus, with integrated SpeechTrainer® to help learners improve their pronunciation and comprehensibility



Integrated life skills and cross-curricular approach, for a holistic, competency-based learning experience

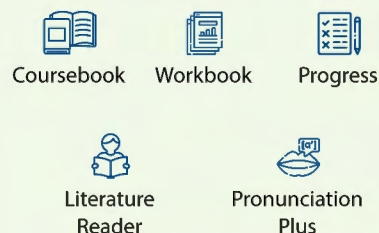


Integration of arts and sports with language learning to promote holistic language acquisition



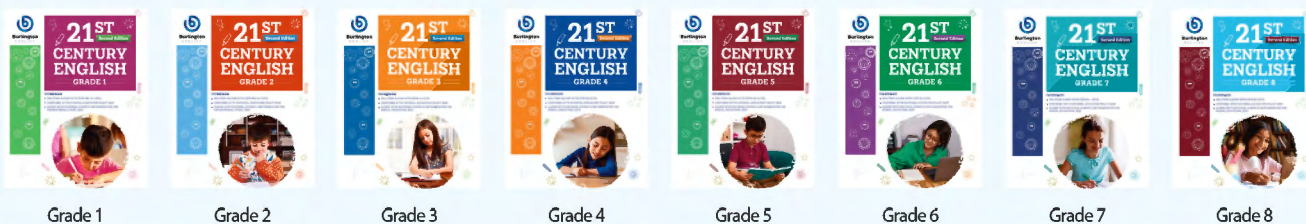
Process writing with language scaffolding and pre-writing support to help learners express themselves coherently

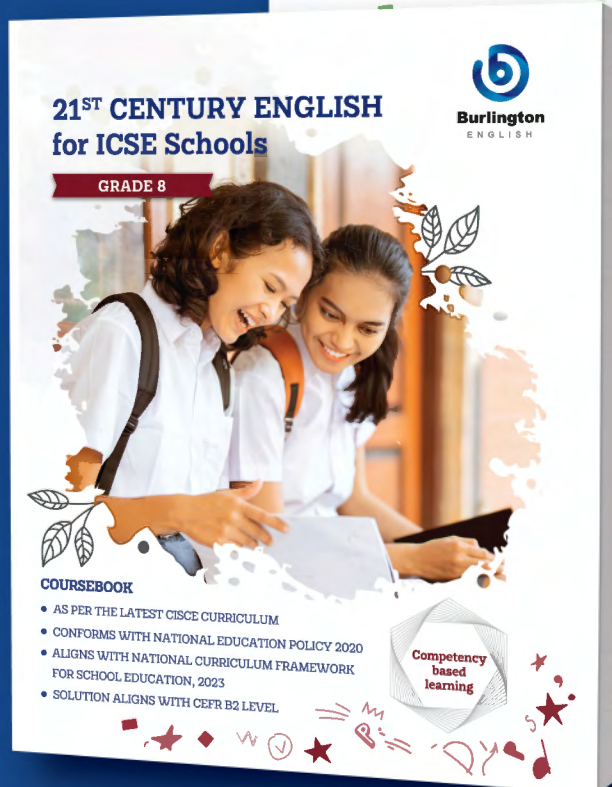
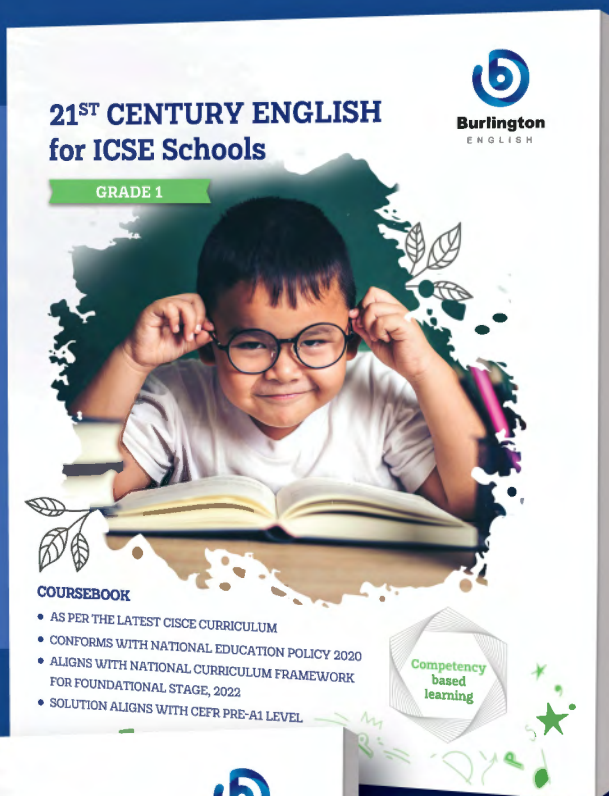
## For the Student



# 21<sup>ST</sup> CENTURY ENGLISH Second Edition

COURSE BOOK





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**EXCLUSIVE ACCESS TO**  
**Burlington VTest Diagnostic**  
**FOR GRADES 6 TO 8**

For more information, see page 44

# 21<sup>ST</sup> CENTURY ENGLISH for ICSE Schools

Grades 1 to 8

**21<sup>ST</sup> CENTURY ENGLISH for ICSE Schools** is a comprehensive English language and literature course for grades 1 to 8 designed for the CISCE curriculum. The course promotes competency-based language acquisition, with a focus on effective communication and use of English as a life skill. This series complies with the NEP 2020, NCF-FS 2022 and NCF-SE 2023 requirements.

## Features and Benefits

### O Captain! My Captain!

O Captain! my Captain! our fearful trip is done,  
The ship has weathered every rack, the prize we sought is won,  
The port is near, the bells I hear, the people all exulting,  
While follow eyes the steady keel, the vessel grim and daring;  
But O heart! heart! heart!  
O the bleeding drops of red,  
Where on the deck my Captain lies,  
Fallen cold and dead.

O Captain! rise up and hear the bells;  
Rise up— for you the flag to flung—for you the bugle trill,  
For you boregates and ribbowed vessels—for you the shores a-crowding,  
For you they call, the swaying mass, their eager faces turning;  
Here Captain! dear father!  
This arm beneath your hand!  
It is some dream that on the deck  
You've fallen cold and dead.

My Captain does not answer, his lips are pale and still,  
My father does not feel his arm, he has no pulse nor will,  
The ship is anchored safe and sound, its voyage closed and done,  
From fearful trip the victor ship comes in with object won;  
Exult O shores, and ring O bells!  
But I with mournful tread,  
Walk the deck my Captain lies,  
Fallen cold and dead.

Walter Whitman was a 19<sup>th</sup>-century American poet and journalist, who was also one of the most influential poets in American history. He was the father of free verse. He is well known for his 1855 poetry collection *Leaves of Grass*, which was published in 1855 and 1856. It was a collection of poems that were written in a free verse style, and it was one of the first American poetry collections to be published in a single volume.

### Paper Boats

Day by day I float my paper boats one by one down the running stream.  
In big black letters I write my name on them and the name of the village where I live.  
I hope that someone in some strange land will find them and know who I am.

I load my little boats with small flowers from our garden, and hope that these blooms of the dawn will be carried safely to land in the night.

I launch my paper boats and look up into the sky and see the little clouds setting their white bulging sails.  
I know not what playmate of mine in the sky sends them down the air to race with my boats!

When night comes I bury my face in my arms and dream that my paper boats float on and on under the midnight stars.  
The fancies of sleep are sailing in them, and the landing is their baskets full of dreams.

Rabindranath Tagore was one of the greatest writers of India. He is known for his great work *Gitanjali*—a poetry collection—for which he received Nobel Prize for Literature in 1913. Tagore is also the composer of the Indian National Anthem *Jana Gana Mana*.

### Literary Appreciation

**Mood** refers to the emotional response that a writer tries to evoke in the reader as one reads the text.

1. What is the mood of the article in its initial paragraphs? Does the mood change towards the latter part of the article? Explain.

**An Inference** is a conclusion that we draw from a certain incident or fact. It also helps us to understand the motive or reason behind an action of the character.

2. What inference can be drawn from the outrage of people against the ranger tranquillising the bear?

3. What can you infer from the human-animal conflict with regard to the encounter with the polar bear in the article?



### Appreciating the Poem

**Alliteration** is the repetition of the same sound at the start of a series of words in sequence. The poet repeats the same consonant sounds at the beginning of multiple lines.

For example: watch the wind; mark which must be mine.  
Here, the consonant sounds /w/ and /m/ are repeated.

**TELL** Complete the alliteration by using the consonant sounds.

- Neeta nibbled at the n.....
- She sells sea shells on the s.....
- Betty Botter bought some b.....
- Linda laughed out l.....

Literary Appreciation sections, to help learners develop deeper understanding and enjoyment of literature

### Grammar Modals and Semi-modals; Modal Perfect

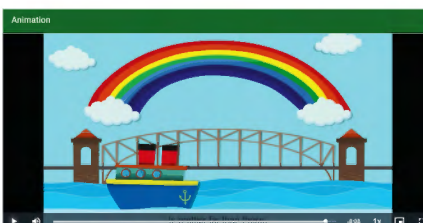
#### Modals and Semi-modals

**Modals** are special verbs that are never used alone and are always accompanied by a principal verb. They are used to express certainty, possibility, willingness, obligation, necessity, and ability.

**Semi-modals** are verbs that partly behave like principal verbs and partly like modals. Some modals and semi-modals, along with the meanings they convey are given below.

| Situation                | Modal / Semi-modal                 | Example                                                                                               |
|--------------------------|------------------------------------|-------------------------------------------------------------------------------------------------------|
| necessity                | must, have to                      | We <b>must / have to</b> be careful throughout the expedition.                                        |
| lack of necessity        | needn't (similar to don't have to) | You <b>needn't</b> pay additional fee for the ride to the Ella Island; it is included in the package. |
| prohibition              | mustn't                            | You <b>mustn't</b> feed wild animals during a safari.                                                 |
| advice                   | should, ought to                   | You have a lovely voice. You <b>should / ought to</b> take singing lessons.                           |
| future possibility       | may, might, could                  | My class <b>may / might / could</b> go on a field trip next month.                                    |
| permission               | may, can                           | You <b>may / can</b> learn more about Arctic expeditions from this website.                           |
| polite request           | would, could, may                  | <b>Would / Could</b> you help me clear the table?                                                     |
| ability                  | can, is able to                    | May I borrow your phone? Neha <b>can / is able to</b> remember everything she reads.                  |
| unwillingness or refusal | wouldn't                           | My brother <b>wouldn't</b> let me use his car.                                                        |

Graded grammar in context, to build accuracy in language skills

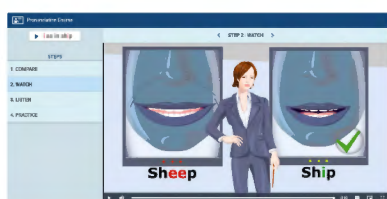
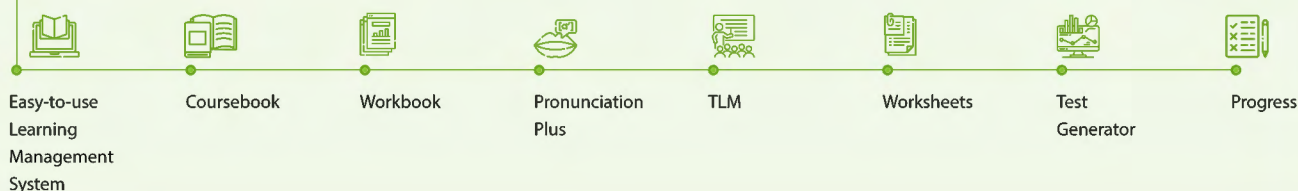


Multimodal learning through a variety of digital resources, like songs, 2D and 3D animations, documentary videos, near-authentic audios, infographics, interactivities and vocabulary games



Special focus on Indian writings, to familiarise learners with native literary works

## For the Teacher



Pronunciation Plus, with integrated SpeechTrainer® to help learners improve their pronunciation and comprehensibility

### Speaking Asking for advice; Making a choice

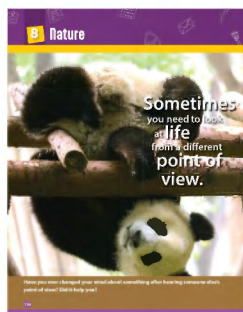
A. What are the two places in the pictures? What do you think people can do at each place?



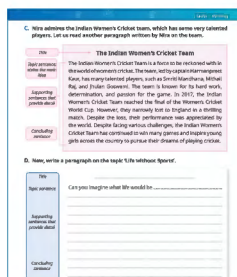
Detailed speaking sections, to help learners build communicative fluency and confidence in real-world situations



Integrated life skills and cross-curricular approach, for a holistic, competency-based learning experience



Unique theme-based lesson opening pages, to set the tone for the lesson



Process writing with language scaffolding and pre-writing support to help learners express themselves coherently

## For the Student



Coursebook



Workbook



Pronunciation Plus



Progress

## 21<sup>ST</sup> CENTURY ENGLISH for ICSE Schools **COURSE BOOK**



Grade 1



Grade 2



Grade 3



Grade 4



Grade 5



Grade 6



Grade 7

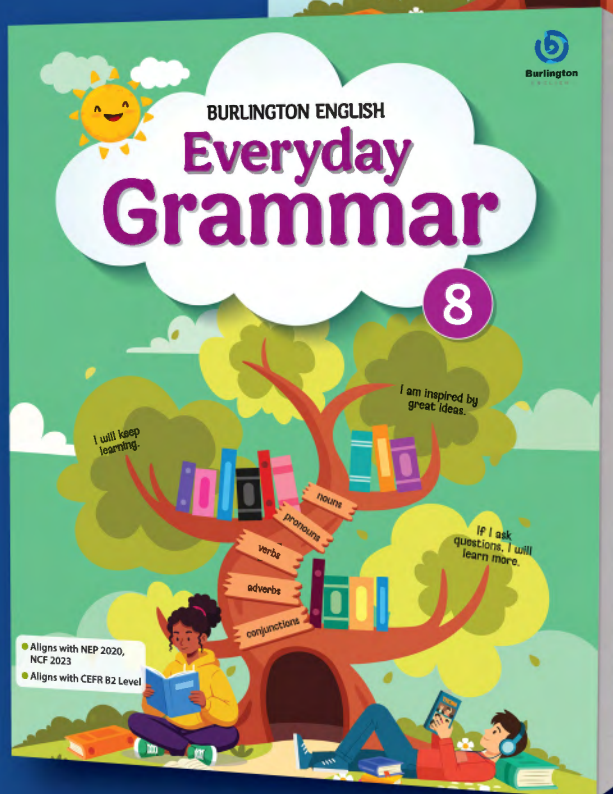
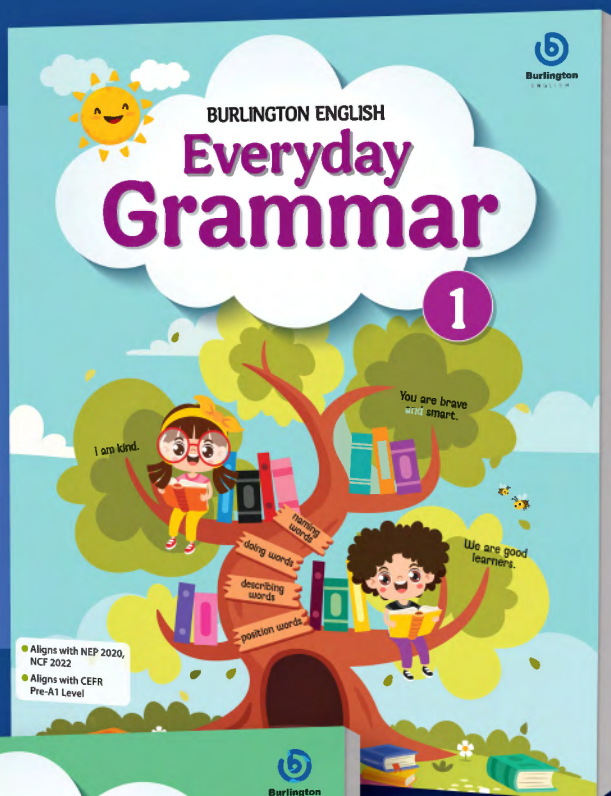


Grade 8

**NEW**

CONFORMS  
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POLICY 2020

ALIGNS  
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PRE-A1 TO  
B2 LEVELS



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**BURLINGTON ENGLISH EVERYDAY GRAMMAR**

**GRADES 1 TO 8**

# Burlington English Everyday Grammar

Grades 1 to 8

Why do Indian learners say, “I like listening music.” or “I am thinking to go.”? These aren’t careless slips—they reflect deep-rooted challenges Indian students face while learning English.

**Burlington English Everyday Grammar** addresses these issues head-on, turning grammar into a tool for confident communication and exam success across CBSE, CISCE and State Boards. Aligned with NCF 2023 and its 50% competency-based question mandate, the series blends everyday usage with exam formats seamlessly.

Burlington English Everyday Grammar brings together a powerful mix of structure and flexibility—for learners, teachers and parents alike.

## Features and Benefits

### A. Simple Present Tense in Sports Commentary and Storytelling

*Shubhman Gill hits the ball high into the air. The crowd cheers loudly!*

Did you see, although the cricket match is happening right now, you describe it using the simple present tense instead of the present continuous. This is because sports commentary aims to create a dramatic and exciting feel, as if the viewer is experiencing every action live. Using the simple present tense adds to the urgency and excitement of the moment.

Let’s read another sentence.

*A lion sees a rabbit in the forest. He creeps closer and then pounces!*

If you notice, even though the story or joke may be imaginary or about the past, you often use the simple present tense to tell it. This is done to make the listener feel as if they are watching the story unfold right now. It adds drama, excitement and vividness to the narration.

This technique is called the *historic present*—where present tense is used to describe past events in storytelling. It helps the reader stay engaged and feel like the action is happening in real time.

#### Example

- The tortoise moves slowly, but he never gives up. (Folk tales or fables)

### B. Present Perfect Tense with Expressions Like ‘This is the first time...’

*This is the first time I have eaten sushi.*

If you notice, you will find that you use the present perfect tense with phrases like *This is the first time*, *This is the second time* or *This is the best/worst...* when you talk about life experiences up to now. These expressions help you highlight something new, special or repeated.

This tense shows that the experience is connected to the present moment. For example, when you say, *I have never been to Kashmir before*, it means that *until now*, the experience has not happened. The present perfect is also used with the words *ever*, *never* and *before* to discuss such experiences.

**Examples:** • *This is the best movie I have ever seen.*

• *I have never eaten jackfruit before.*

These sentences don’t mention *when* the event happened, only that it is part of someone’s experience.

Grammar taught through stories  
and real-life events

### About You!

Complete the sentences. Use the correct pronoun for the words in bold.  
Tick (✓) the sentences that are true for you.

- My eyes are big.  
..... are big. ☐
- My father is tall.  
..... is tall. ☐
- My jacket is red and brown.  
..... red and brown. ☐
- My sister is 12 years old.  
..... is 12 years old. ☐
- My friends and I are clever.  
..... are clever. ☐
- I help my mother in the kitchen.  
I help ..... in the kitchen. ☐



### Let’s Talk

**PAIR WORK** Ask and answer questions. Talk about the picture. Use pronouns.



What is Sam doing?

He is running.

Where are the children?

They are in a park.

A blend of functional and rules-based  
instruction to show how grammar is  
applied in context

Visual aids such as charts, tables and mind maps that simplify key grammar concepts

**D. Will vs. Be Going To**  
Let us read this short anecdote.  
Aarav wakes up late one morning and sees that it's already 8:45 AM. His school starts at 9. "Oh no! I'm going to be late!" he mutters, jumping out of bed.  
His mother hears the noise and says, "Don't worry, I'll drop you by car!"  
On the way, Aarav says, "I'm going to ask my teacher for extra homework today."  
His mother smiles. "That's great! I think your teacher will be very happy."  
Now look closely:

- Aarav says "I'm going to be late" – because he sees the time and knows what's likely to happen.
- His mother says "I'll drop you" – because she just decided it on the spot.
- Aarav says "I'm going to ask" – he had this plan before.
- His mother says "I think your teacher will be..." – that's her guess or prediction.

**What's happening here?**  
Without using any grammar words, you already understand:

- We say "I will" when we decide something now or guess something.
- We say "I am going to" when we already know, plan, or see something is about to happen.

**E. Grammar Rule: Will vs. Be Going To**

| Form             | Use                                           | Example                                    |
|------------------|-----------------------------------------------|--------------------------------------------|
| will + base verb | Decisions made at the moment of speaking      | I'll answer the phone!                     |
|                  | Promises or offers                            | I'll help you with your homework.          |
|                  | Predictions based on what we think or believe | I think it will rain tomorrow.             |
|                  | Plans or intentions made before now           | We're going to visit grandma this weekend. |
|                  | Predictions based on present evidence         | Look at those clouds! It's going to rain.  |

Focused support for Indian learners, with lessons addressing common errors made by non-native speakers

**Fill in the blanks with the correct form of the verb in brackets – Simple Past or Present Perfect.**

**Remember:** The **present perfect** is used for actions that happened at an unspecified time in the past but are relevant to the present, or for experiences and **unfinished past**.

The **simple past** is used for actions that happened at a **specific time** in the past and are now **completed**.

My friends and I (a) ..... (plan) this trip for months, but we only (b) ..... (leave) for the mountains last Friday. We (c) ..... (book) our homestay online. When we (d) ..... (reach), the caretaker told us, "Sorry, I (e) ..... (not clean) your rooms yet. I need another couple of hours for this." We were very upset but (f) ..... (decide) to not ruin our mood. We (g) ..... (explore) the neighbourhood for some time and (h) ..... (stop) at a local café called 'Baba Cake'. An Indian man and his German wife (i) ..... that place. We (j) ..... (have) some amazing coffee and cake. When we came back to our homestay, the care taker was all smiles. He said, "I (k) ..... (make) your rooms. I (l) ..... (also prepare) a Kumaoni lunch for all of you and it is on me."

Exam-oriented content, including assertion–reason, editing, cloze and multiple-choice questions

**Let's Talk**

**PAIR WORK** Look around and spot objects in your classroom. Ask and answer these questions.

- How many books do you have?

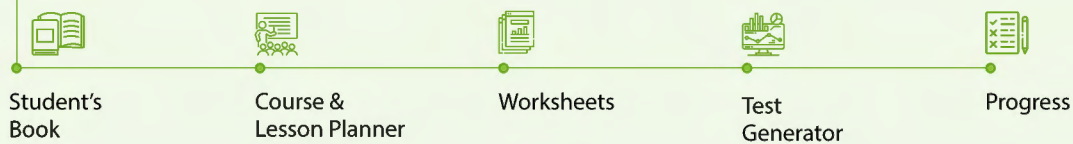
- How many pencils do you have?
- How many desks are there in the classroom?
- How many students are there in the class today?
- How many pages are there in your notebook?

A strong emphasis on real-world usage through writing and speaking tasks

Amazing digital resources that engage learners:

- Concept animations
- Songs
- Chants
- Infographics
- Interactivities

## For the Teacher



### Self-reflection

| I Can..(Tick ✓)                                         | ☹️ | 😊 |
|---------------------------------------------------------|----|---|
| use it for habits, facts, sports and storytelling       |    |   |
| use it with 'always/forever' to show repeated emotion   |    |   |
| talk about experiences with ever, never, before         |    |   |
| show two actions happening at the same time in the past |    |   |
| use with ever, never, before, the first time            |    |   |
| use going to for plans already decided                  |    |   |

Self-reflection tools to help students track their own progress

### Let's Practise

A. Complete. Use the subject pronouns below.

I      He      We      They



1. .... are cute rabbits.



2. .... are good at football.



3. .... is a tall boy.



4. .... am very happy!

Abundant practice material that is fully scaffolded, NEP-ready and designed using spiral progression to support holistic development

## For the Student

Student's Book

Positive Affirmations Poster

Webbook

Progress

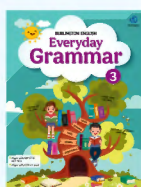
# Burlington English Everyday Grammar



Grade 1



Grade 2



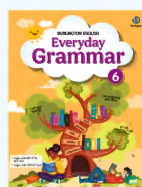
Grade 3



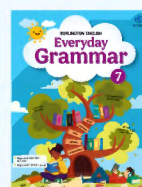
Grade 4



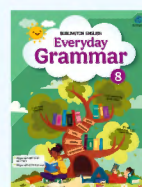
Grade 5



Grade 6



Grade 7



Grade 8

CONFORMS  
WITH NATIONAL  
EDUCATION  
POLICY 2020

ALIGNS  
WITH CEFR  
PRE-A1 TO  
B2 LEVELS

## **Burlington** English Grammar An Eclectic Approach

GRADE 1

ALIGNS WITH CEFR PRE-A1 LEVEL

CONFORMS WITH NATIONAL EDUCATION POLICY 2020

ALIGNS WITH NATIONAL CURRICULUM FRAMEWORK  
FOR FOUNDATIONAL STAGE, 2022



## **Burlington** English Grammar An Eclectic Approach

GRADE 8

ALIGNS WITH CEFR B2 LEVEL

CONFORMS WITH NATIONAL EDUCATION POLICY 2020

ALIGNS WITH NATIONAL CURRICULUM FRAMEWORK  
FOR SCHOOL EDUCATION, 2023



SCAN TO PREVIEW  
OUR PRODUCT

# BURLINGTON ENGLISH AN ECLECTIC APPROACH

# GRADES 1 TO 8

# Burlington English Grammar: An Eclectic Approach

Grades 1 to 8

**Burlington English Grammar: An Eclectic Approach** is a comprehensive grammar series based on the eclectic approach to language acquisition. The series introduces learners to the major structures of English grammar with an emphasis on application and functional use. It promotes traditional ways of learning grammar and uses a blend of inductive and deductive strategies to help learners make rapid progress. This series complies with the NEP 2020, NCF-FS 2022 and NCF-SE 2023 requirements.

## Features and Benefits

### CONTENTS

|                                                                                                                                |     |
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| 1 Nouns: Types<br>(proper and common) (concrete, abstract, material, compound, collective)                                     | 7   |
| 2 Articles                                                                                                                     | 11  |
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Carefully graded topics to ensure comprehensible input

### 31 Vocabulary

#### Prefixes and Suffixes

A letter or a group of letters that we add at the beginning of a word is called a **prefix**.  
possible – impossible interested – disinterested  
correct – incorrect truly – untruly

A letter or a group of letters that we add at the end of a word is called a **suffix**.  
beauty – beautiful prevent – preventable  
fond – fondness brave – bravely

A Match the words with suitable suffixes to form new words. Write the new word in the last column. Note that in some cases the spelling may change.

| Word        | Suffix   | New Word |
|-------------|----------|----------|
| 1. forget   | a. -ness |          |
| 2. heavy    | b. -ity  |          |
| 3. possible | c. -ful  |          |
| 4. comfort  | d. -dom  |          |
| 5. free     | e. -hood |          |
| 6. likely   | f. -able |          |

B Fill in the blanks by adding a suitable prefix or suffix to the words in the brackets.

1. This place is so noisy that it is almost (possible) to study here.
2. Nehru's homework was (complete) to study here.
3. It was (fortunate) that their team lost the match.
4. He never cleans his room. It is always (dirty).
5. It is very (polite) to keep staring at people.
6. Rina has become so (forget) that she forgot where she had parked her car.
7. Please read the paper carefully. Do not make (care) mistakes.

Vocabulary section to build lexical range and accuracy

### Let's Practice

- A Identify the verbs in these sentences and state whether they are transitive (T) or intransitive (I). If the verb is transitive, underline its object/object.
1. He saw a small grey dog.
  2. I wake up at 6 a.m.
  3. The driver stopped the bus.
  4. His grandfather died last year.
  5. The thief stole the car.
  6. I am looking for my passport.

- B Identify and highlight the subject complement in yellow and the object complement in green.
1. Maths is very intelligent.
  2. Our neighbour's dogs are very dangerous.
  3. I find Rita intelligent.
  4. We painted the house blue.
  5. You are making me sad.
  6. He became my best friend.

C Choose the correct auxiliary verb.

1. Rita has / have gone to the party.
2. We were / are going to meet our friends tonight.
3. I have / am finished my homework.
4. He had / was to visit that place in the morning.
5. Do / Have you want some coffee?
6. This house are / is made of stones.

D Fill in the blanks with appropriate modal auxiliary verbs.

1. \_\_\_\_\_ you solve this puzzle?  
a. Can b. May c. Might
2. Although she worked hard, she \_\_\_\_\_ not pass the exam.  
a. can b. could c. was
3. Sheena \_\_\_\_\_ have already left.  
a. may b. can c. was
4. He \_\_\_\_\_ be the delivery man. He has already been here.  
a. will not b. should not c. cannot
5. My grandmother is ninety. She \_\_\_\_\_ still read without glasses.  
a. will b. can c. could
6. She \_\_\_\_\_ spend hours playing with her dog.  
a. can b. may c. must

Abundant practice material both within lessons and in review sections

### 32

## Composition

### Writing about Oneself

A Read about Vanishka.



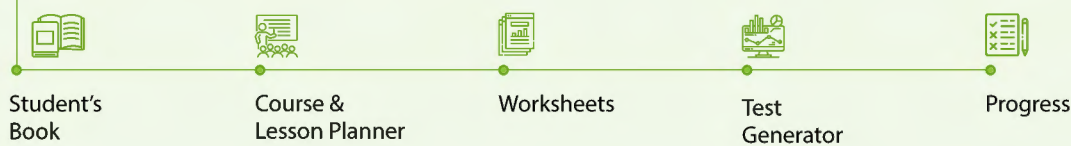
Hello! My name is Vanishka. It means 'Queen of the Universe'. I live in Kochi with my parents. I have an older brother. He is 10 years old. On Sundays, my parents and I visit our grandparents. We cook, eat and play together. It is lot of fun! I like to read and play the piano. My brother also likes to read. He tells me many stories. When we have a holiday, my brother and I help my father in the kitchen. We cook some delicious meals. My mother loves gardening. She grows many vegetables in her kitchen garden. I help her water the plants. I love my family.

Composition section, with process writing for grades 6 to 8, to encourage learners to produce grammar across a variety of text types

Now, write about yourself.

Hello! My name is .....  
It means .....  
I live in ..... with .....  
I have .....  
On Sundays, .....  
We .....  
It is lot of fun!  
I like to .....  
On holidays, .....  
I love my family!

## For the Teacher



### The Elephant and the Tailor

Read the story. Then, answer the questions.

In a small village lived a tailor and an elephant. They were good friends. Every day, the elephant went to take a bath in the river. On his way back, the elephant used to stop at the tailor's shop. The tailor always kept some food ready for the elephant, which the elephant gladly ate. One fine morning, like always, the tailor woke up early, took a bath, ate his breakfast, and got down to work. He was stitching clothes when a customer came and started shouting at him. The tailor tried to be courteous, but the customer kept yelling and even cursed him before leaving. The tailor got extremely furious, but he went back to work. As always, the elephant while returning from the river, stopped at the tailor's shop. As the elephant swayed his trunk, the tailor who was still angry picked up a sharp needle and pricked the elephant's trunk. The elephant ran away writhing in pain.

As days passed, the elephant could not forget the incident. He decided to teach the tailor a lesson. He filled his trunk with the muddiest water he could find and went to the tailor's window and threw all the muddy water on his fine clothes. The tailor suffered a great loss and felt ashamed of himself.

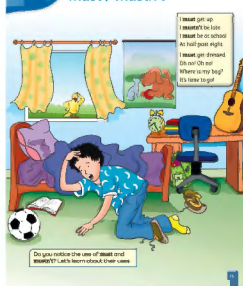
Answer the questions.

- Why did the elephant go to the river every day?
- Why did the elephant always stop at the tailor's shop?



Comprehension section to help learners use and understand grammar in context

### 19 must / mustn't



Detailed explanations of grammar concepts in simple language with relevant examples

### 5 a / an / the



Colourful illustrations and graphics to engage students

### 3 Exercise Write sentences that are true for you. Use Past Simple or Past Continuous.

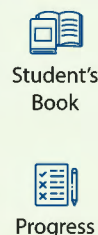
- I go to the beach / last Sunday
- I make my own breakfast / at 8 o'clock this morning
- I celebrate / Christmas at home / last year
- My friend and I walk to school / today

Frank's grandmother and mother are telling her how life used to be. Complete the sentences with the correct form of *used to* and the words given.

|                                                                    |                                                                                                    |
|--------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| When I was young, ...                                              | used to / have been used to                                                                        |
| 1. we (live) in a village, not in a big city.                      | My father used to tell us stories, so I don't like to listen to him. (He used to tell us stories.) |
| 2. we (not have) a cat, but now we do, of course.                  |                                                                                                    |
| 3. my grandparents (live) on donkeys, but now no one has a donkey. |                                                                                                    |
| 4. we (not watch) television because we didn't have one.           |                                                                                                    |
| 5. we (get up) very early, but now we sleep late every day.        |                                                                                                    |
| When I was young, ...                                              | used to / have been used to                                                                        |
| 6. we (not use) computers, and there was no Internet.              |                                                                                                    |
| 7. we (not play) on computers.                                     |                                                                                                    |
| 8. we (not) played our friends very often.                         |                                                                                                    |
| 9. we (not) received messages because there weren't mobile phones. |                                                                                                    |
| 10. we (not) postcards and letters, not emails.                    |                                                                                                    |

About You sections that link grammar concepts to personal experience, making learning meaningful

## For the Student



# Burlington English Grammar: An Eclectic Approach



Grade 1



Grade 2



Grade 3



Grade 4



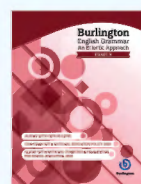
Grade 5



Grade 6



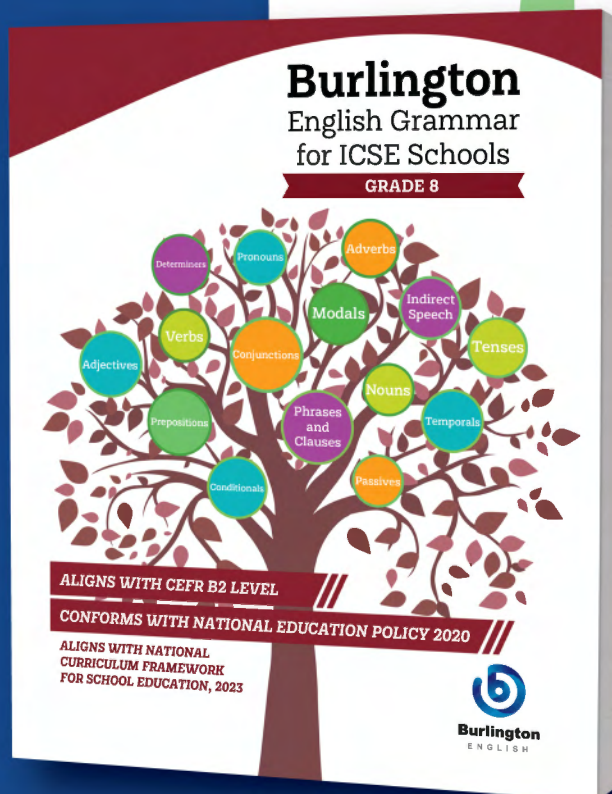
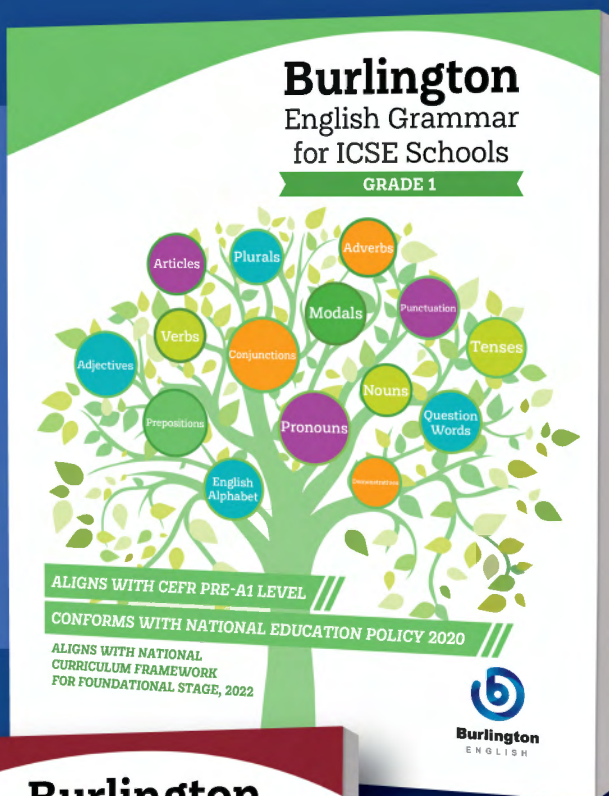
Grade 7



Grade 8

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EDUCATION  
POLICY 2020

ALIGNS  
WITH CEFR  
PRE-A1 TO  
B2 LEVELS



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# BURLINGTON ENGLISH GRAMMAR FOR ICSE SCHOOLS

# GRADES 1 TO 8

# Burlington English Grammar for ICSE Schools

Grades 1 to 8

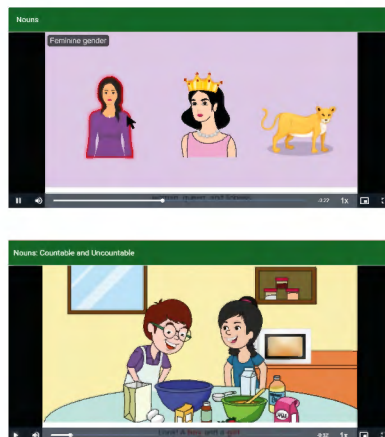
**Burlington English Grammar for ICSE Schools** is a comprehensive grammar series designed for the CISCE curriculum. The series introduces learners to the major structures of English grammar with an emphasis on application and functional use. The series promotes an eclectic approach to language acquisition and uses a blend of inductive and deductive strategies to help learners make rapid progress. This series complies with the NEP 2020, NCF-FS 2022 and NCF-SE 2023 requirements.

## Features and Benefits

### CONTENTS

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Carefully graded topics to ensure comprehensible input



Songs, animations and pictures to make grammar lessons interesting and immersive

### 10 Imperative / Let's; Object Pronouns

#### Let's Understand

##### Imperative / Let's

A Read.



- We use the **imperative** (the simple verb) when we want to give orders or instructions or to politely ask someone to do something (usually with the word *please*). The imperative is the same in the singular and the plural.  
Stand up. Please close the door.
- The negative imperative is formed with **do not / don't**.  
Don't play football here.
- We use **let's** when we want to suggest to someone to do something with us.  
Let's sit there.

Detailed explanation of grammar concepts in simple language with relevant examples

**F** Read the task in Exercise A again and write your essay in 200-250 words.

#### Plan Essay

**Para 1**  
Introduce the topic and state your opinion.

**Para 2**  
Introduce reason(s) and examples to support your opinion.

**Para 3**  
Give additional reason(s) to support your opinion.

**Para 4**  
Re-state your opinion and summarise reasons.

- I believe ... /
- In my opinion ... /
- If you ask me ... /
- As I see it, ...

- Take ..., for example.
- Not only ... but also ...
- Thanks to ...

- Another aspect of ... is ...

- In conclusion ... /
- To sum up, ...

#### REMEMBER

- Support your three points with specific examples.
- Use appropriate vocabulary and phrases for comparisons.

#### watch out!

Life is easier today. ✓  
(not: the life X)  
My grandparents didn't watch TV. ✓  
(not: weren't watching X)

Refer to the WebBook for model writing format.

#### Essay

An **essay** or a **composition** can be an expression of our opinions, feelings, or experiences. It is written in a structured manner. It is usually divided into paragraphs.

#### Formal Letter

**Formal letters** are official letters written to people holding positions in organisations. They are written in formal and polite language.

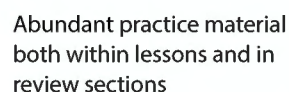
#### Dialogue

A **dialogue** is a conversation between two or more people. Dialogues are written in direct speech without the quotation marks.

Composition section, with process writing for grades 6 to 8, to encourage learners to produce grammar across a variety of text types



## Progress



## For the Student



Progress

**Burlington**  
English Grammar  
for ACES Schools

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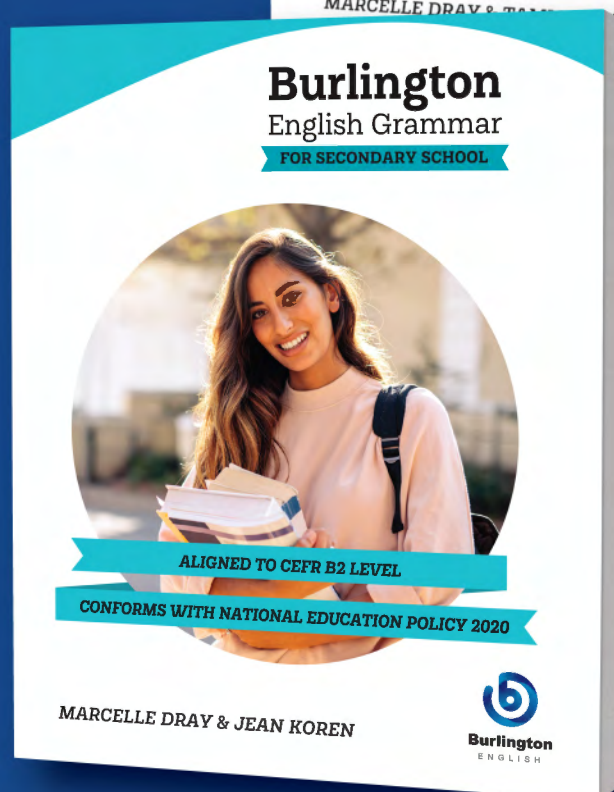
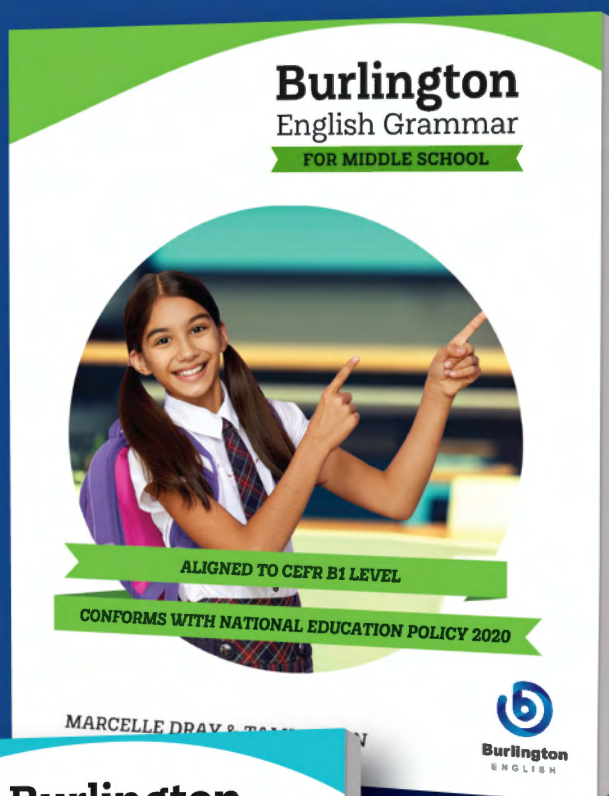
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10000 Highway 100, Suite 100  
Burlington, NC 27217  
Phone: 704.333.3333  
Email: [info@burlingtonenglish.com](mailto:info@burlingtonenglish.com)

**Burlington English**

Grade 8

# MIDDLE AND SECONDARY

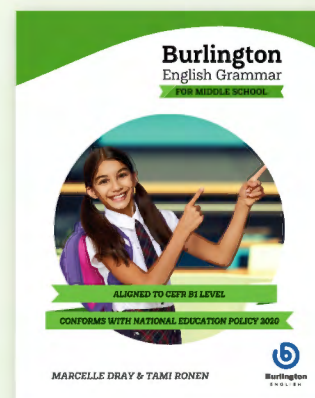
# BURLINGTON ENGLISH GRAMMAR



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## Burlington English Grammar for Middle School

**Burlington English Grammar for Middle School** is a comprehensive learning resource for grades 6 to 8. Competency-driven and featuring real-world contexts, it is the perfect reference and practice book for CEFR B1-level students.



### Features and Benefits

- Competency-driven to promote collaboration, creativity and critical thinking
- Suitable for in-class or self-study
- Full-colour photos and illustrations
- Illustrated phrasal verb builder
- Focus on spoken production
- Contemporary, international topics to provide realistic contexts
- Wide variety of task types
- Additional worksheets and revision pages
- Answer key
- Access to complimentary digital readers

## Burlington English Grammar for Secondary School

**Burlington English Grammar for Secondary School** is designed for students in grades 9 to 12. The book is aligned with the B2 level of the globally recognised Common European Framework of Reference for Languages (CEFR) scale. The book can be used as reference to support classroom instruction as well as for independent study. It conforms with the NEP 2020.

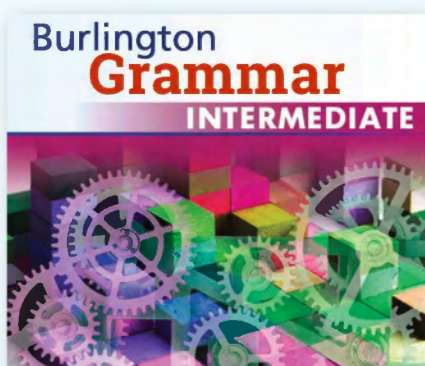


### Features and Benefits

- Competency-driven approach to encourage the application of concepts and grammatical structures
- Integrated writing practice to hone productive skills
- Review section at the end of every unit for revision and evaluation
- Error correction sections to identify the common errors and aid in self-improvement
- A wide variety of exercise types to provide ample opportunities to practise
- Answer key for self-evaluation

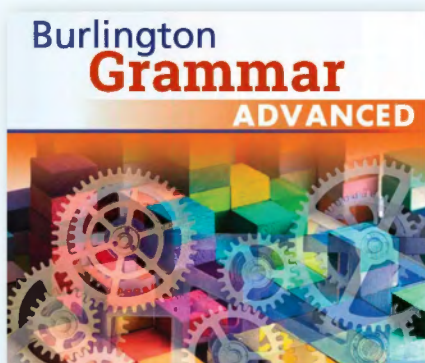
## Burlington English Grammar for Teachers

When your school purchases a Burlington English Grammar programme, your teachers will get access to our online grammar course for adult learners, available at Intermediate (CEFR B1–B2) and Advanced (CEFR B2–C1) levels. Moreover, your school will receive invites to nine interactive webinars focusing on a deeper understanding of key grammar concepts and innovative ways to teach them.



### Burlington Grammar Intermediate

- Available anytime, anywhere, on any device
- Full access for 1 year
- 32 graded grammar lessons
- Clear, easy-to-follow explanations
- Progress
- A wide range of practice activities with instant feedback

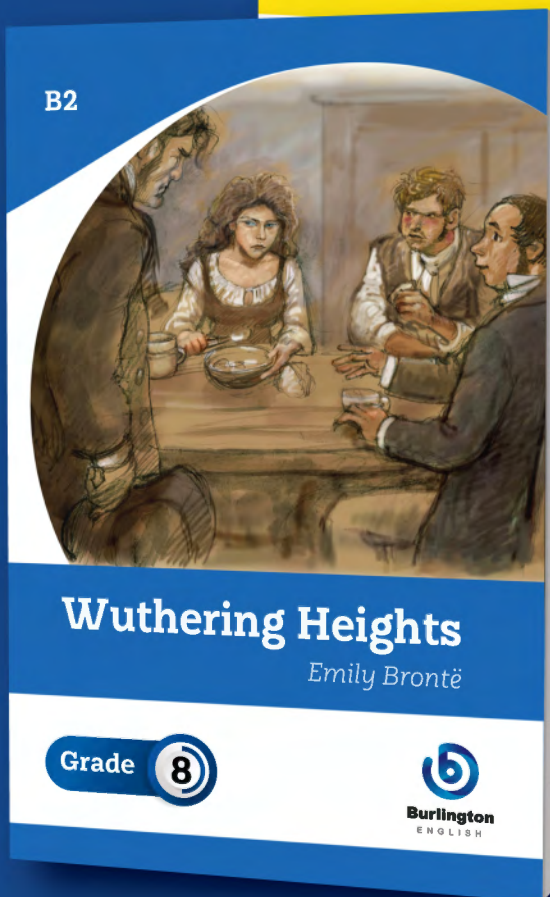
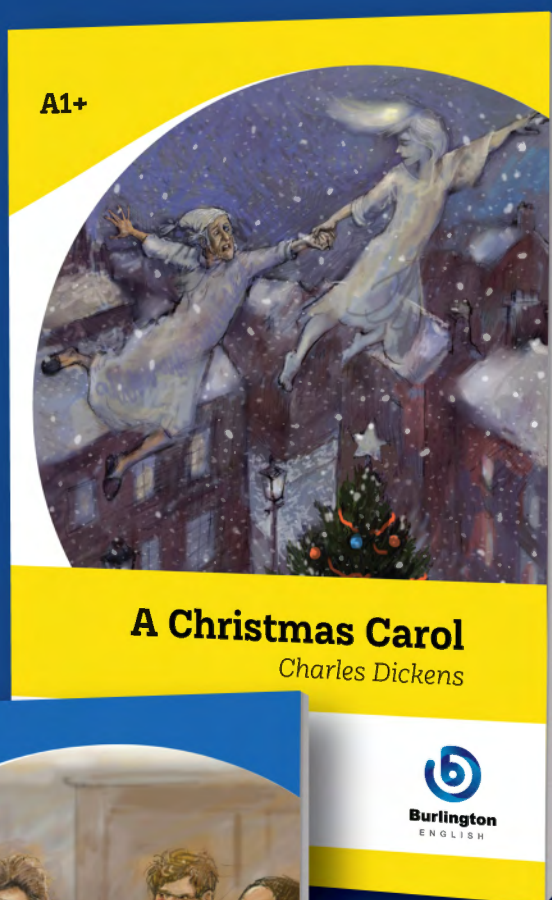


### Burlington Grammar Advanced

- Available anytime, anywhere, on any device
- Full access for 1 year
- 48 graded grammar lessons
- Clear, easy-to-follow explanations
- Progress
- A wide range of practice activities with instant feedback

### Burlington Grammar Webinars for Teachers

- Series of 9 live sessions over 6 months
- 60-minute sessions
- Available at Intermediate and Advanced levels
- Conducted by Burlington English experts
- Extensive explanation of grammar concepts
- Innovative ideas for the grammar classroom



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# GRADES 3 TO 8 BURLINGTON ENGLISH GRADED READERS

# Burlington English Graded Readers

Grades 3 to 8

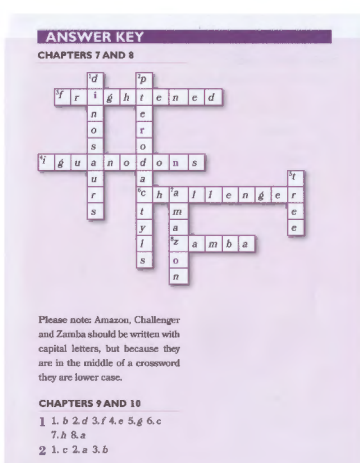
CEFR A1–B2 levels

The **Burlington English Graded Readers** are designed to foster culture of reading which is also one of the goals of NEP 2020. Reading is essential for students' socio-cognitive development and for nurturing their communication abilities, and our readers facilitate the achievement of these ends.

## Features and Benefits



Captivating illustrations to intensify the reading experience



Answer key to all activities of the readers for independent study

| GLOSSARY                 |                       |                                                                 |
|--------------------------|-----------------------|-----------------------------------------------------------------|
| The Rocking-Horse Winner |                       |                                                                 |
| English                  | Phonetics             | Definition                                                      |
| acknowledge              | /ək'naɪdʒ/            | say hello to                                                    |
| backwards and forwards   | /bækwədz and fɔrwədz/ | in one direction and then in the opposite direction, repeatedly |
| bet                      | /bet/                 | risk money on the result of a competition                       |
| broke                    | /brəʊk/               | went down                                                       |
| fierce                   | /fɪəs/                | ferocious                                                       |
| frantically              | /frɪntɪklɪ/           | frantically                                                     |
| gamblers                 | /gæmbəz/              | people who play games of chance to win money                    |
| haunted                  | /hɑ:ntɪd/             | obsessed                                                        |
| hesitation               | /hez'ɪtəʃn/           | doubt                                                           |
| inheritance              | /m'hɪrɪtnəs/          | money or property left to you by a person who dies              |
| make it through          | /mek ɪ θru:/          | stay alive                                                      |
| nevertheless             | /nevəbə'les/          | despite this, even so                                           |
| partners                 | /pɑ:tnəz/             | collaborators, colleagues                                       |
| selfish                  | /selfɪ/               | egocentric                                                      |
| shillings                | /ʃɪlɪŋz/              | one-twentieth of a pound                                        |
| stand                    | /stænd/               | suffer, tolerate                                                |
| unaware                  | /ʌnə'weə/             | not conscious                                                   |

Glossary of difficult words with meanings in context to build vocabulary

### PRE-READING ACTIVITIES

1. Complete the text about Camelot with the following words.

army   beautiful   built  
frightened   forests   mountains

According to legend, Camelot existed hundreds of years ago. It was a <sup>1</sup> \_\_\_\_\_ land, with high <sup>2</sup> \_\_\_\_\_ and blue seas near the coast. There were also many <sup>3</sup> \_\_\_\_\_ in Camelot with tall trees. Sometimes, soldiers came from across the seas and attacked Camelot. The people were <sup>4</sup> \_\_\_\_\_. So, the King of Camelot <sup>5</sup> \_\_\_\_\_ a large castle and brought many soldiers together to form a big <sup>6</sup> \_\_\_\_\_ to protect the kingdom.

Thought-provoking pre-reading activities to lead into the reader

### CEFR Levels in English

Really Learn English! ✓



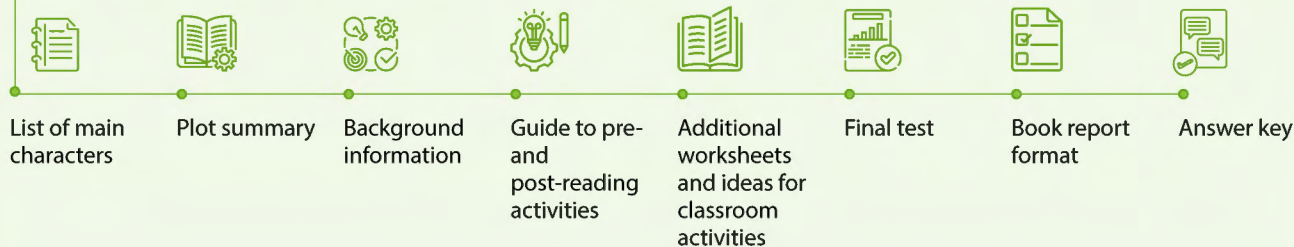
Content aligned to the CEFR levels of the children in particular grades

### ICT-INTEGRATED PROJECTS

- Use the Internet to find out about a patron saint from another country and write a biography.  
**Techno Option:** Create an online biography about the patron saint you chose. Present your work to the class.
- Use the Internet to search for a myth or legend from your country. Read the story and then write a summary.  
**Techno Option:** Make a PowerPoint presentation of the story you found out. Present it to the class.

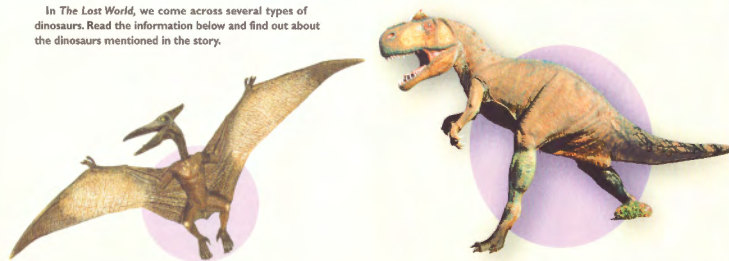
List of advanced questions and ICT-integrated project suggestions for extended learning

## For the Teacher



### CROSS-CURRICULAR FOCUS

In *The Lost World*, we come across several types of dinosaurs. Read the information below and find out about the dinosaurs mentioned in the story.



Cross-curricular pages at the end of the reader explore the topic and the literary genre

### ABOUT THE AUTHOR



Sir Arthur Conan Doyle was born on 22nd May, 1859, in Edinburgh, Scotland. He studied medicine at Edinburgh University, qualifying as a doctor in 1885. While studying, Doyle began to write short stories, publishing his first story, *The Mystery of Sasassa Valley*, in 1879.

Doyle opened a medical practice in Portsmouth and divided his time between medicine and writing. He practised medicine until 1891, and then he became a full-time writer. He was knighted by King Edward VII in 1902.

Doyle is most famous for his 60 stories featuring the ingenious detective Sherlock Holmes. His first Sherlock Holmes mystery, *A Study in Scarlet*, was written in 1890 and became an instant best-seller. He wrote *The Lost World* in 1912, and it was very successful, even though it did not feature his famous detective.

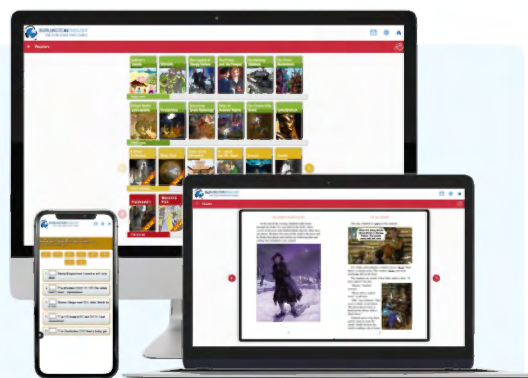
*About the Author* section to provide an overview of the author's background

## Burlington English Digital Readers

Introduce your students to the joy of reading with our digital library of 33 exciting readers for grades 3 to 8.

### Features and Benefits

- ✦ Suitable for CBSE and ICSE schools
- ✦ Wide range of titles and genres
- ✦ Detailed artwork
- ✦ Audio-enabled
- ✦ Interactive activities with instant feedback
- ✦ Information about the book





**Burlington**  
ENGLISH

Burlington

**VTest**  
for Schools

Measure  
Engage  
Improve

- ✓ CEFR Aligned
- ✓ Compliant with global accessibility standards



**MEMBER OF:**



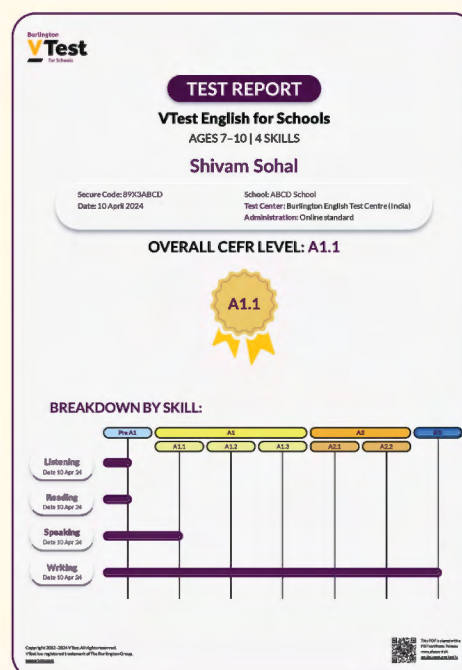
**ATP**  
GLOBAL



**A L T E**  
Associate Member

## About

- Burlington VTest for Schools for ages 7–10 and 11–15 is an English language assessment tool for young learners, assessing levels from Pre-A1 to C1.
- It is administered online and provides a quick and reliable assessment of learners' English language abilities, mapped to the Common European Framework of Reference for Languages (CEFR).
- It is multi-stage adaptive—the difficulty level of questions is adjusted to each learner based on their performance.



## Features and Benefits



### Adaptive

VTest for Schools covers 6 levels of CEFR (Pre-A1–C1). Questions gradually increase in difficulty. Each test ends at the learner's maximum level.



### Feedback-oriented

Each student receives a detailed score report, breaking down strengths and areas of improvement by skill, as well as a certificate of achievement.



### Success-oriented

Tests are designed to give learners confidence and help them enjoy the testing experience. Every student gets a grade in each skill.



### Modular

VTest assesses all 4 skills. Skills can be tested in one or separate sittings. Teachers and school owners can choose which combination they wish to assess.

## VTest Value for **STUDENTS**

- Engaging and motivating test process
- Enjoyable and interactive tasks
- Clear and informative results
- Comprehensive feedback that guides individual student improvement



## VTest Value for **TEACHERS**

- Smart and friendly tests
- Seamless administration
- Immediate results
- Individual and class feedback reports for guided learning



## VTest Value for **ADMINISTRATORS**

- One smart platform for all assessment needs
- Flexible delivery and efficient administration at scale
- Tailor-made multi-level reporting (including school and chain-school level)
- Information and tools for strategic decisions



Scan to visit our website

NEW

Burlington

**VTest**  
Diagnostic

**EXCLUSIVE ACCESS**
**WITH** 21<sup>ST</sup> CENTURY ENGLISH Second Edition  
21<sup>ST</sup> CENTURY ENGLISH for ICSE Schools  
BURLINGTON ENGLISH INSPIRE

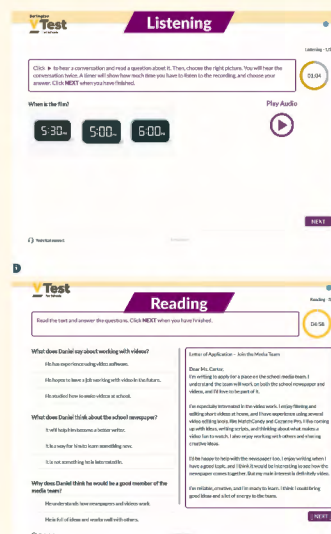
For the 2026 school year only

**FOR GRADES 6 TO 8**

## About

VTest Diagnostic is a fast, stage-adaptive online exam that measures Listening and Reading skills.

- Aligned to the CEFR (Pre-A1–C2)
- Provides a reliable snapshot of current English level at the start of the year
- Designed to help teachers place students accurately and plan instruction based on real ability and real-time data



## Features and Benefits



### Student Support

Supports differentiated learning by showing who needs reinforcement and who's ready to move ahead



### Objective

Provides objective data to guide teaching and classroom management



### Adaptive

Adapts questions to each student's performance



### Saves Time

Fast, accurate placement



### Flexible

Take it in class or at home

## VTest Value for **TEACHERS**

- Place students at the right level at the start of the year.
- Check for learning attrition after summer or long breaks.
- Assess new students to see where they fit best.
- Set a clear baseline to measure progress at the end of the year.



## Easy to **ADMINISTER**

- **When:** Best at the start of the school year for placement and diagnostic purposes
- **Where:** Quiet classroom or home setting, with stable internet and headphones for Listening
- **Devices:** Desktop, laptop, or tablet (mobile phones not recommended)
- **Preparation:** No formal studying required—just explain the purpose and encourage focus

**Step 1** Students use the code printed in their Burlington Coursebook to enter the Burlington platform.

**Step 2** Teachers contact the school administration to obtain the VTest Class Code.

**Step 3** Students enter the Class Code which is provided by their teacher.

**Step 4** Teachers decide when in the school year to release VTest Diagnostic to their class.



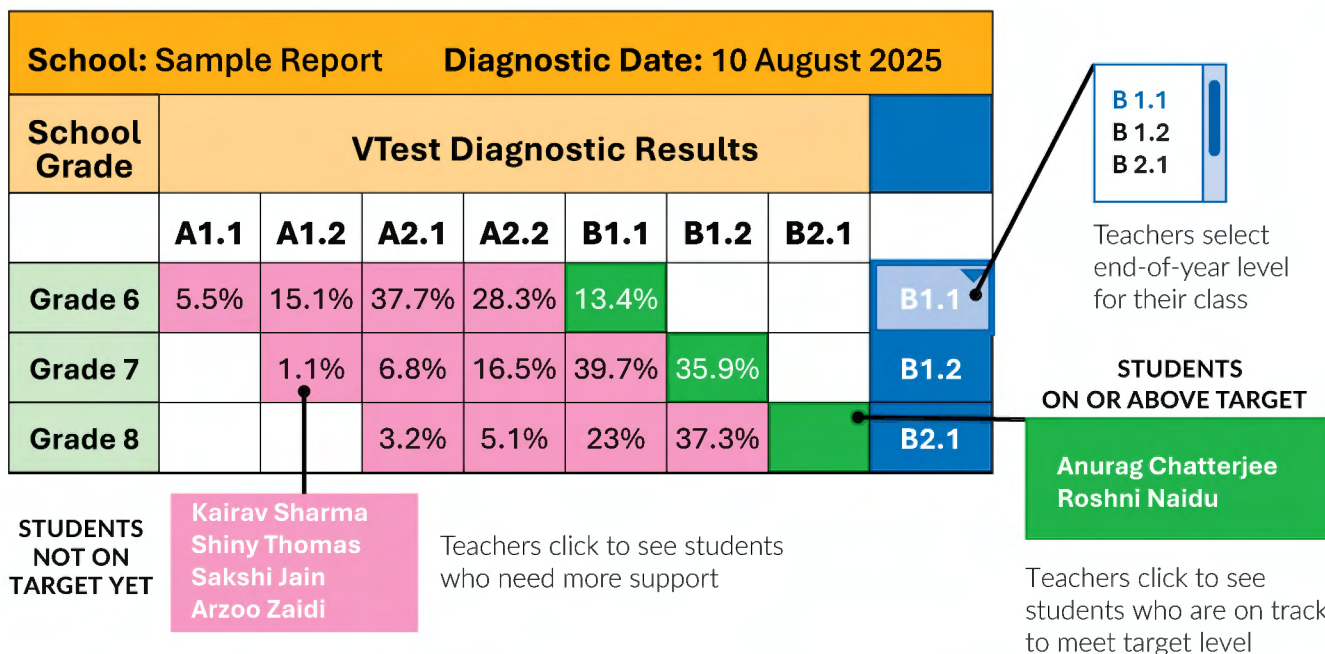
### **NOTE:**

- Burlington VTest Diagnostic will be available from the beginning of the school year 2026.
- Offer is limited to the school year 2026.
- Only Coursebook codes may be used for this offer.
- Each Coursebook code can only be used once.

## Results You Can Use

- **Individual student report:** CEFR level, strengths and areas to improve
- **Class summary report:** Overall profile to guide planning and grouping (see chart below)
- **Purpose-driven:** A starting point for teaching, not a judgment of effort or potential

## Your Classes Overview in One Report



**Burlington VTest**  
Diagnostic

**VTest Diagnostic Exam**  
Administration: Standard

Name: Shivan  
Surname: Sahi  
Exam: VTest Diagnostic (Listening & Reading)  
Exam Date: 31 July 2025

Test Center: VTEST QA Test  
Sevirs Code: 210503746  
Date of Birth: 01 January 2011  
Native Language: Hindi

**OVERALL CEFR LEVEL: B1.1**

**LISTENING CEFR LEVEL: B1.2**

**READING CEFR LEVEL: A2.2**

• VTest does not oversee the conditions under which the Standard mode is administered, nor does it guarantee the test taker's identity, the integrity of the process, or the validity of the results.  
• VTest does not report or verify results by email or phone. To verify the authenticity of this Score Report, please visit: <https://www.burlingtonenglish.com/results>. VTest does not authenticate scores that are more than three years from the test date.  
• The overall score is a weighted average of all skills.

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Page 1/2

**Burlington VTest**  
Diagnostic

**VTest Diagnostic Score Report**  
Administration: Standard

Name: Shivan  
Surname: Sahi  
Exam: VTest Diagnostic (Listening & Reading)  
Exam Date: 31 July 2025

Test Center: VTEST QA Test  
Sevirs Code: 210503746  
Date of Birth: 01 January 2011  
Native Language: Hindi

**Can-Do Statements and Suggestions**

**Listening CEFR Level: B1.2**

**What does B1.2 mean?**  
This means you can:

- Identify the most important information about people, places, objects, and activities in everyday conversations on familiar topics.
- Follow the main points of extended discussions on familiar everyday topics.
- Understand simple instructions or descriptions of what to do, or what steps to follow to complete a task or assignment.
- Understand the main points of talks on familiar topics.
- Follow short talks on topics that contain some detailed information.

**What can I do to continue to improve my English level?**  
Here are some suggestions:

- Practice listening to extended conversations on a wider range of topics.
- Listen to reports or talks in the news, on TV, on the radio, or online.
- Practice identifying the most important information in short talks, presentations and demonstrations on a variety of complex topics.
- Listen to recordings of real regular conversations, give tips for step-by-step instructions, or show how to do things.
- Watch online discussions and documentaries on a range of topics.

**Reading CEFR Level: A2.2**

**What does A2.2 mean?**  
This means you can:

- Understand texts that describe people, places, and everyday life when they are written in simple language.
- Understand basic sentence patterns that use simple grammar and common expressions.
- Understand short simple notices, emails, and other messages.
- Identify the main points of short texts on familiar topics, such as notices, emails, and brief articles.

**What can I do to continue to improve my English level?**  
Here are some suggestions:

- Spend more time reading both fiction and non-fiction stories for pleasure.
- Practice reading longer texts that have detailed descriptions of people and events, and make note of the vocabulary used.
- Practice reading short texts to know what they are about as quickly as possible and to find the key information.
- Read texts about objects, events, and topics that are of interest to you, or that you want to learn more about.
- Practice reading texts that present arguments, discuss solutions to problems, and talk about causes and effects.

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## About

- The Burlington VTest General English exam is a comprehensive assessment tool designed to evaluate proficiency in Listening, Reading, Writing and Speaking for candidates of all nationalities.
- It is administered online and provides a quick and reliable assessment of candidates' English language abilities, mapped to the Common European Framework of Reference for Languages (CEFR).



## Features and Benefits



### Adaptive

A very flexible, multistage adaptive test that allows candidates to test their level in the skills they want.



### Efficient

Quick results enable teachers and candidates to easily design new learning goals.



### Feedback-oriented

Teachers and candidates see the progress they have made during the course. There is no pass or fail.



### Unbiased

An objective evaluation from an independent board of each candidate's progress, measured against the CEFR.



### Motivating

The test can become a source of learning as candidates know which areas of language to focus on.

## VTest Value for ADMINISTRATORS

- An HR assessment for screening candidates
- Skill mapping for focused remediation within the workplace
- Management tool for hiring, promoting and positioning employees



# Burlington English for Teachers

Burlington English is dedicated to strengthening educators' vital role in the teaching-learning process. We conduct numerous capacity-building workshops and webinars, benefiting thousands of teachers annually. These initiatives are designed to provide educators with research-driven, technology-enhanced pedagogical tools, fostering dynamic and engaging classroom experiences.



Scan to discover our latest teacher-training initiatives

# Continuous Professional Development Programme

“

*Teachers truly shape the future of our children — and, therefore, the future of our nation.”*

—  
National Education Policy 2020, 5.1

## Why choose the Continuous Professional Development Programme?

At Burlington English, we believe that effective classroom practice is at the heart of a successful learning experience. Help your educators improve their interactional competence in the English language classroom by elevating their communication skills and keep them up to date with the latest developments in classroom pedagogy and assessment. Choose Burlington English's flexible professional development programme for English teachers and subject teachers who teach in English.



# The CPD Roadmap



## General English

Get a clear picture of your educators' English language proficiency levels with Burlington VTest General English. Supported by advanced artificial intelligence, VTest is a highly accurate assessment tool based on a 10-level CEFR scale.

**Note:** Please see following page for more information.



## Burlington English Communication Skills

Effective English teaching demands excellent classroom interaction skills. Build your educators' spoken confidence, fluency and accuracy in English with our resources. The following are the features:

- Available at beginner, intermediate and advanced levels
- A range of interesting themes to spark conversation
- Combination of digital self-study materials and online classes led by a Burlington English expert
- Access to Burlington SpeechTrainer®
- Small group size
- Flexible scheduling
- Progress report and certificate of completion



## Burlington English Webinars for Educators

Ensure that your teachers stay up to date with the latest classroom teaching methodologies and assessment techniques with Burlington English Webinars for Teachers. Our practical sessions are full of ideas and strategies for your teachers to use in their classrooms. We offer:

- Classroom interaction skills
- Pedagogical knowledge and classroom practice
- Pedagogical content knowledge
- Assessment literacy



## General English

Monitor improvements in the English language proficiency levels of your educators. The educators will receive a test report and certificate of achievement.

# Burlington English CPD Workshops

Burlington English Continuous Professional Development (CPD) Workshops provide valuable opportunities for educators to network with peers, share experiences and gain insights into innovative teaching practices. Here are some of our popular workshop topics!



## Fostering a Culture of Critical Thinking in Schools

- Understanding critical thinking and identifying the key stages of the creative process
- Integrating critical thinking into NEP-aligned teaching and applying the acquired skills



## Teaching Pronunciation through Chants and Songs

- Delving into international intelligibility and identifying pronunciation priorities for the classroom
- Exploring how to use jazz chants and songs to teach aspects of pronunciation



## The Process Approach to Teaching Writing

- Exploring strategies to maintain a delicate balance between expression and grammatical accuracy in writing
- Identifying effective methods to help students express their thoughts and equipping them with skills to draft answers



## Leadership and 21<sup>st</sup>-Century Skills

- Focusing on ways to integrate 21<sup>st</sup>-century skills into education through educational leadership and creating an inclusive learning environment
- Presenting real-world examples of successful leadership practices



## Futuristic Classroom Goals—NEP 2020 Made Easy!

- Devising practical solutions for implementing NEP 2020 at the ground level
- Encouraging creative problem-solving in students and developing objective assessment methods



## Technology-enhanced Language Learning

- Discussing the advantages, challenges and strategies of using technology for language learning
- Identifying factors to consider when choosing relevant technology

Burlington English

# 100ED<sup>®</sup>

## FEST



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Hyderabad



Delhi



Mumbai



Amritsar



Jamshedpur



Lucknow



Indore



Dimapur



Srinagar



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Nagpur



Jaipur



Chandigarh



Patna



Guwahati



Colombo



Thiruvananthapuram



Coimbatore



Mysuru



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Davanagere



Rajamahendravaram



Ahemdabad



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Infinite Impact





# Burlington

## ENGLISH



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Private Limited

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