



Language Hub

Take the complexity
out of teaching English



New general English course
for adults aligned to the revised
CEFR A1 ▶ C1 levels.



FULLY
FLEXIBLE



macmillan
education

Language Hub is a new **six-level general English course** for adult learners **designed to take the complexity out of teaching English.**

It promotes effective communication and helps to build learners' confidence with regular opportunities for meaningful practice.



At its core is a **well-balanced skills syllabus** with clear learning outcomes using a range of **interesting topics**, and a **functional language** strand presented through an **entertaining video series.**

8 FOOD AND DRINK

One cannot think well, love well, sleep well, if one has not dined well.
Virginia Woolf

OBJECTIVES

- talk about the food you eat
- talk about the food your family eats
- talk about ingredients and recipes
- order food in a restaurant
- write an online restaurant review

Work with a partner. Discuss the questions.

- What's your favourite food?
- Do you prefer eating at home or going to restaurants? Why?
- Are you good at cooking?

FOOD AND DRINK 21

3 TRAVEL

To travel is to live.
Hans Christian Andersen

OBJECTIVES

- talk about journeys and transport
- tell a story about a journey
- talk about the kind of holidays you like
- ask for travel information and check understanding
- write an email about a travel experience

Work with a partner. Discuss the questions.

- What can people learn from travelling?
- Look at the picture. Do you enjoy doing outdoor activities?
- Where is the last place you travelled to?

TRAVEL 21

5 WORK AND BUSINESS

A business that makes nothing but money is a poor business.
Henry Ford

OBJECTIVES

- discuss and give advice about employment skills and career interests
- discuss and suggest workplace benefits and changes
- describe and evaluate a small business
- talk about environmental business ideas
- structure a presentation
- write a covering letter for a job application

Work with a partner. Discuss the questions.

- Look at the picture. What do you think they are doing?
- Read the quote. Do you agree that a business which makes money can still be good?
- What kind of business would you like to work for?

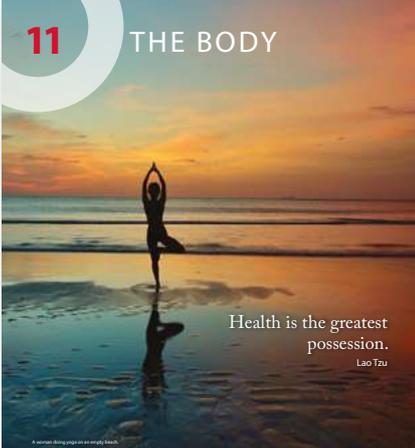
WORK AND BUSINESS 41

With **Language Hub**, producing interesting and motivating lessons has never been easier.

Language Hub is designed to boost motivation and build learners' confidence and effective communication in a variety of adult general English situations.

Magazine style unit openers

11 THE BODY



Health is the greatest possession.
Lao Tzu

OBJECTIVES

- talk about the body and health
- talk about your experiences
- talk about sports and hobbies
- ask for information
- write a recommendation on a forum

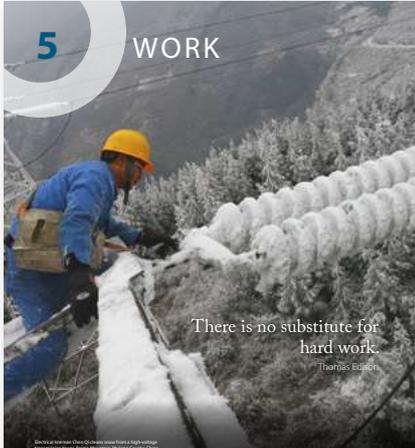
Work with a partner. Discuss the questions.

- 1 Read the quote. Do you agree?
- 2 Look at the picture. Is exercise part of your morning routine?
- 3 Where do you usually do exercise?

THE BODY 111

Clear learning outcomes

5 WORK



There is no substitute for hard work.
Thomas Edison

OBJECTIVES

- talk about the pros and cons of different jobs and say how they help society
- decide on the rules for a workplace or classroom
- answer questions on topics in which you are an expert
- give information about your work experience in a job interview
- write a covering email

Work with a partner. Discuss the questions.

- 1 What do you like about your job or the subjects you study?
- 2 Read the quote. What do you think Edison meant? Do you agree with him?
- 3 Look at the picture. What job you like to have this man's job? Why/Why not?

WORK 41

All lessons end with a speaking activity providing regular opportunities for meaningful practice.

53

GRAMMAR
Present perfect with *for* and *since*

A WORK IT OUT! Look at the sentences from Barry's interview and answer the questions. (Add if odd in blue.)

- 1 Does Barry still do his old job?
- 2 In the action have finished or unfinished?
- 3 What tense is the verb based on?
- 4 Are you/they in the past or the present?
- 5 Does Barry still work at the call centre?
- 6 Is the action work finished or unfinished?
- 7 What tense is the verb work?

B Choose the correct words to complete the rules.

Present perfect and past simple

- 1 We use the **present perfect** *past simple* to talk about actions or situations that started and finished in the past.
- 2 We use the **present perfect** *past simple* to talk about actions or situations that started in the past, but are unfinished and we continue until the present.

C Look at the words in bold in the sentence from Barry's interview. Complete the table with *for* and *since*.

How long have you worked there?	How long have you worked there?
1 We use for to present perfect to talk about the duration of an action.	2 We use since to talk about the point in time when something started, e.g. yesterday, last year.
3 We use for to present perfect to talk about a length of time until the present time, e.g. five months.	

D Look at the sentence from Barry's interview and choose the correct words to complete the rule.

Learn

How do you often use *for* with present perfect / past simple?

E Go to the Grammar Hub on page 150.

PRONUNCIATION
for, since, for, since

Listen and repeat.

- 1 How long has he lived there?
- 2 How long have you worked there?
- 3 He's lived there for three years.
- 4 I've worked there since last summer.

Answer questions on topics in which you are an expert.

WORK 47

22

VOCABULARY
Dependent prepositions (verb/adjective + *for*)

1 look _____ work

2 prepare _____ retirement

3 depend _____ the newspaper

4 suitable _____ a younger person

5 proud _____ himself

6 aware _____ this problem

7 work _____ a job

8 ask _____ last time work

B Complete the questions with a verb or adjective from Exercise A.

- 1 What do you _____ for an ideal job?
- 2 Do you think age ever makes people more or less _____ for some jobs?
- 3 Which of your achievements are you most _____ of?
- 4 What big changes in your life are coming soon? How can you _____ for them?

C SPEAKING
Work in pairs. Ask and answer the questions in Exercise B.

A Think of three people who should receive an award for inspiring others because of their special or unusual achievement.

B Work in pairs. Choose your choice and discuss the most inspirational person. Make notes of your reasons for choosing that person.

C Work in groups. In pairs, give a short presentation about your inspirational person, explaining why the person should win the award. In a group, vote for why you should win the award. Tell the class about your group choice. Why did the group feel the person was special? Did everyone in the group agree with the vote?

Comments

Smart!
Job is an inspiration to us all. He should be very proud of himself for getting a job that some would say is more suitable for a younger person.

ID2
If no one had replied to the advert, I just could have thought about volunteering. I don't know. Please take care. I had to find these days!

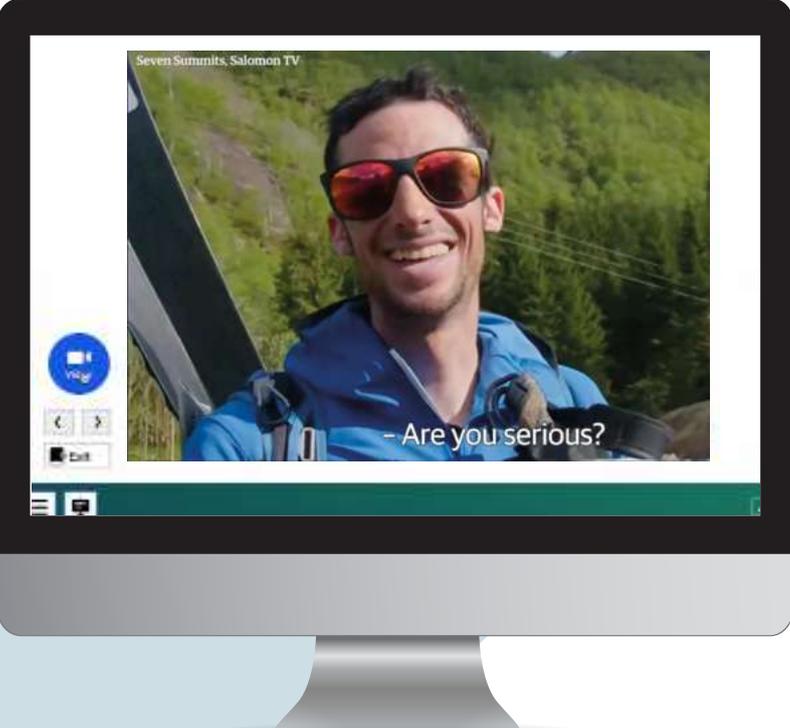
Jan1003
The government should be more aware of this problem and work with communities to help people like me. Londoners is a big problem nowadays.

48cent
Through quite typical of this newspaper, it's great that this issue is in the news. We need to prepare for our retirement now, so we can relax comfortably, not save coffee in our old age.

WORK 47

The Guardian

The Teacher's App provides authentic video content from *The Guardian* newspaper, which offers further input for practice (see page 6).



Comprehensive video input in the form of a **sitcom series** provides a model for **functional language in real-world situations**.

Café Hub 1.4 Good morning

1.4 Good morning

• Greet people and make introductions

COMPREHENSION

A Watch the video. Complete the information about each person in the photo register below.

B With a question about each person in Exercise A.

1 How old is Sam?
2 Where is Gary from?
3 Is Milla married?
4 How tall is Milla?
5 How many children does Milla have?
6 How old is Gary?
7 How tall is Gary?

FUNCTIONAL LANGUAGE

Greeting people and making introductions

A Complete the phrases with the words in the box.

How are you?
Hello!
Hi!
Good morning!
Good afternoon!
Good evening!

How are you?
Hello!
Hi!
Good morning!
Good afternoon!
Good evening!

USEFUL PHRASES

A Match the useful phrases (a-c) with the replies (1-4).

1 What would you like?
2 That's all, please.
3 Take a seat.
4 Here you are.

a Can I have a comment on this please?
b I'm afraid I can't.
c I'll be right with you.

PRONUNCIATION

Work in pairs.

A Listen to a short part of the video again and read the conversation. Notice that the significant words are stressed.

Sam: Good morning! How are you, Milla?
Milla: I'm fine, thank you. How are you?
Sam: I'm good. Milla: I'm good, too. Milla: I'm good, too. Milla: I'm good, too.

B Listen to a longer part of the video again and repeat the conversation. Copy the word stress.

C Listen to the whole of the video. Practice the conversation in Exercise A. Remember to use the correct stress.

GRAMMAR

1.4 Good morning

• Greet people and make introductions

• Ten to page 160 to learn how to SE in a form with personal details.



At the back of each book there is a **Vocabulary** and **Grammar Hub**. Students are also encouraged to use **Communication Hubs** for pair work activities.

An individual writing page for each unit teaches a different writing skill and genre.

Vocabulary Hub

10.2 Seasons and weather

A Label the images with the words in the box.

1 It's cloudy. 2 It's hot. 3 It's sunny. 4 It's windy. 5 It's raining. 6 It's snowy. 7 It's foggy. 8 It's clear.

Grammar Hub

1.1 Present simple for positive and negative

I am in this class. I am not in this class.
She is South Korean. She is not South Korean.
They are from Japan. They are not from Japan.
We are from Japan. We are not from Japan.

1.2 Present simple for questions

Question: Do you like this shirt?
Answer: Yes, I do. / No, I don't.
Question: Are you married?
Answer: Yes, I am. / No, I'm not.
Question: Do you like this shirt?
Answer: Yes, I do. / No, I don't.
Question: Are you married?
Answer: Yes, I am. / No, I'm not.

1.3 3rd and plural nouns: this, that, these, those

• Use use with singular nouns.
• Use use with nouns that begin with a consonant sound.
• Use use with nouns with a vowel sound (a, e, i, o, u).

Communication Hub

2.2 Student A and B

Student A - look at the photos. Choose one person and describe them to your partner. Student B - listen and guess who your partner is describing. Then switch roles.

3.3 Student A and B

DISCUSS: Work in pairs. Answer the questions about buildings (1-6). Use the adjectives in the box to help you.

1 Which building is the tallest?
2 Which building is the shortest?
3 Which building don't you like? Why?
4 Which building do you like? Why?

6.1 Student A and B

SPEAK: Work in pairs and ask each other what you like to do together at the weekend. Explain what you like and don't like to help you decide.

1 What do you like to do?
2 What do you like to do?
3 What do you like to do?
4 What do you like to do?

7 Writing • Write a reply in an online discussion forum

• Comparing and recommending

A Work in pairs and discuss the questions.

1 Have you ever ...
a read an online discussion forum?
b asked a question on an online discussion forum?
c written a reply to somebody on an online discussion forum?

2 What kind of online discussion forums are you interested in? Use the ideas in the box and your own ideas.

3 What's good about using these websites? What's bad about them?

B Read the forum post and the three replies. Which reply offers the best advice? What is the worst advice?

C Read again. Which reply or replies ...
1 started with a clear recommendation? (I think you should ... / I strongly recommend ...)
2 ended with a clear recommendation?
3 introduced a third option?
4 thought about how the visitors will feel after their journey?
5 missed some important information in the original message?
6 gave reasons to explain why their recommendation is better?
7 suggested a way of using both options?

D Look at the box. Choose DO or DONT for each rule.

Comparing and recommending

1 DO / DONT start with a clear recommendation. (I think you should ... / I strongly recommend ...)
2 DO / DONT say it depends. The writer is asking you for a recommendation, so don't make their decision more complicated.
3 DO / DONT use comparatives to show why your option is better. (It's much quicker and easier ...)
4 DO / DONT just talk about what you prefer.
5 DO / DONT show that you have thought about the people in the situation. (They might be stressed after their flight ...)
6 DO / DONT give reasons for your recommendation.
7 DO / DONT add extra suggestions.
8 DO / DONT end with a clear recommendation. (... is far better)

WRITING

A Read the forum post. What are the two options? Make notes of some arguments for and against each option.

B Which option will you recommend? Write your reply (100-150 words).

C Work in groups. Read each other's replies. Did everyone follow all the rules in the skills box? Who wrote the best recommendation?

Language Hub provides students with a wide range of flexible digital learning tools that allow them to take part in classes in any learning situation.



Student's Book



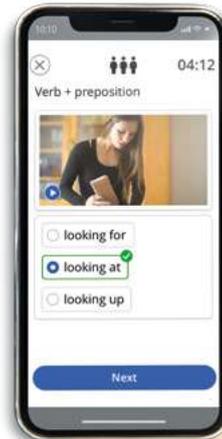
Student's App

The Digital Student's Book offers students instant access to interactive activities in the Student's Book, videos and audio and quick links to explanations and further practice.

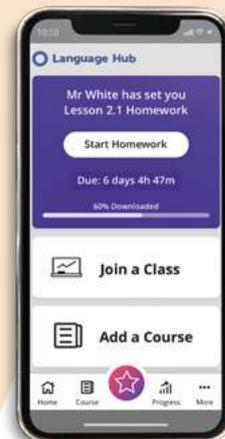
The Student's App provides learners with **over 300 interactive activities** designed to offer quick and flexible grammar and vocabulary practice. Through the App students can easily access video and audio materials for the course.



The Digital Workbook helps students to consolidate their knowledge through a range of interactive activities.



The App allows teachers to assign homework directly to their students' devices and alert them when they have activities to complete.





The Teacher's Book comes with a code for the **Teacher's App**, which provides a wide variety of tools and resources all in one place.

Teacher's Book

Teacher's App



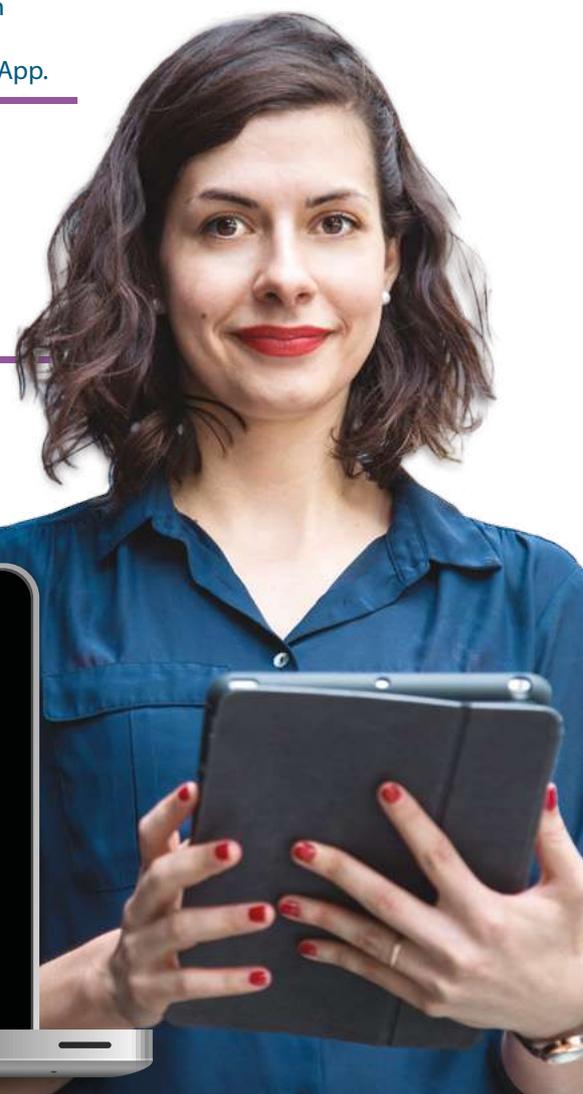
The App enables teachers to deliver truly engaging face-to-face or online lessons with content provided in a format that makes classroom presentation easy and accessible.



Instant access to the Teacher's eBook, the Classroom Presentation Kit and Teacher Resource Centre including audio and video clips, photocopyables, Test Generator and the content of the Student's App.



Plenty of practical functions including the hyperlink feature, allowing teachers to embed links to online classes on Zoom or other conferencing services in the students' homework.





Blended Solutions for STUDENTS

- Student's Book
- Digital Student's Book
- Workbook
- Digital Workbook
- Student's App



Fully Digital Solution for STUDENTS

- Digital Student's Book
- Digital Workbook
- Student's App



Solutions for TEACHERS

Teacher's Book with a code to the Teacher's App providing access to:

- Teacher's eBook
- Teacher Resource Centre
- Classroom Presentation Kit
- Digital Student's Book
- Digital Workbook



All components aligned to the revised CEFR



	Beginner	Elementary	Preintermediate	Intermediate	Upper Intermediate	Advanced
Student's Book with Student's App	9781380016508	9781380016706	9781380016904	9781380017109	9781380017307	9781380017505
Workbook with Key + access to Audio	9781380016539	9781380016737	9781380016935	9781380017130	9781380017338	9781380017536
Workbook without Key + access to Audio	9781380016546	9781380016744	9781380016942	9781380017147	9781380017345	9781380017543
Digital Student's Book with Student's App & Digital Workbook	9781380066893	9781380066909	9781380067357	9781380067364	9781380067371	9781380067388
Teachers Book with Teacher's App	9781380016522	9781380016720	9781380016928	9781380017123	9781380017321	9781380017529

