



Language Hub

Take the complexity out of teaching English



macmillan
education

Welcome to Language Hub

Language Hub is a six-level general English course for adult learners that takes the complexity out of teaching English with its perfect blend of easy-to-use resources.



Easy lesson prep



Clear learning outcomes



A well-balanced skills syllabus



Clear support for new teachers



Ready for any scenario





EASY LESSON PREP

The interleaved **Teacher's Book** offers an all-in-one solution that lets teachers teach straight off the page. Highlighted passages with correct answers for reading and listening tasks make it faster to explain what is correct and why.

Step-by-step instructions

1 Arrivals

1 ARRIVALS

clouds
sky
skyscraper
harbour
traveler
city
HKBs

Arrival (n) the time when someone arrives at a place from somewhere else
Synonyms: entry (n), homecoming (n)

Ask students to label the photo if you need time to set up the class.

Hong Kong Island, overlooking Victoria Harbour

Socrates means no one is a stranger where there is the same sun, moon and stars.

Socrates (470–399 BC) was a classical Greek philosopher, one of the founders of Western philosophy.

I am a citizen of the world.

OBJECTIVES

- talk about countries and nationalities
- ask and answer questions about a place
- talk about everyday items
- greet people and make introductions
- write a letter with personal details

Work with a partner. Discuss the questions.

- Where are you from?
- What is the best place there ever?
- What time is it now?

OBJECTIVES
Read the unit objectives to the class.

UNIT OPENER QUESTIONS

Write 'Hi My name's (your name) I'm from (your country) on the board with the sentence stems in one colour and the name and country in another. Ask the class 'Where are I from?' Write the answer on the board. Then put students into pairs to ask and answer 'Where are you from?' For a big class, you could ask students to walk around the room and introduce themselves to everyone using the sentence stems on the board.

Then ask them to read Questions 2 and 3. Check students understand the vocabulary. Write useful sentence stems on the board, e.g. I live in ... My favourite city is ... Ask students to discuss the questions with their partner.

If you have time, bring the class back together to discuss Questions 2 and 3 as a group.

WORKSHEETS

Lesson 1.1 People and places
Countries and nationalities (WB)
Present simple be positive and negative (WB)

Lesson 1.2 Where are you?
Big numbers (WB)
Present simple be questions (WB)

Lesson 1.3 What's in your bag?
Everyday items (WB)
Singular and plural nouns, this, that, these, those (WB)

1.1 People and places • Talk about countries and nationalities

countries and nationalities • syllable stress • present simple be positive and negative

AIRLINE

BOARDING PASS

Helen/Verónica Martínez SEAT 715A/50A
FROM Toronto DATE 19th Feb
TO Toronto/Mexico City DEPARTS 9:45 am

1 Toronto
2
3
4 Mexico City

LISTENING

A LISTEN FOR GIST Look at the picture and listen. Are the two women friends? *No - they're meeting for the first time.*

B LISTEN FOR DETAIL Choose the correct options to complete the boarding pass. Then listen again and check.

C LISTEN FOR KEY WORDS Listen again. Choose the correct words to complete the sentences.

Canadian Mexico Mexico City names

- Helen likes Spanish names.
- Verónica is from Mexico.
- Helen is Canadian.
- Helen's company is in Mexico City.

D SPEAK Work in pairs. Introduce yourself to your partner.
A: Hi, I'm Anton.
B: Nice to meet you, Anton. I'm Katie.

PRONUNCIATION
Syllable stress

A A syllable is a word or a part of a word that has only one vowel sound. Listen and repeat the words.

One syllable words	Two syllable words	Three syllable words	Four syllable words
France	Spain	Canada	Canadian
French	China	Mexico	Brazilian
Spain	Chinese	Mexican	
	Brazil	Japanese	
	Spanish	India	
		Indian	

B Add the words in the box to the table in Exercise A. Then listen, check and repeat.

Brazil Brazilian India Indian Spain Spanish

C Underline the stressed syllables in the table in Exercise A. Use the information box to help you.

Information box

In words with multiple syllables, one syllable is stressed more than others.

• @ 3pp@ • @ 2pp@ • @ e 3pp@

VOCABULARY
Countries and nationalities

A Work in pairs. Look at the flight map. Match the numbers on the screen (1–4) with the countries in the box.

4 Brazil 1 Canada 3 Mexico 2 the USA

B Go to the **Vocabulary Hub** on page 146.

ARRIVALS 191

Annotated lessons with answers marked up on the student pages

CLEAR LEARNING OUTCOMES

CEFR Learning **OBJECTIVES** are clearly outlined at the beginning of each unit so learners always know the aims of the unit.

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

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.

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



A WELL-BALANCED SKILLS SYLLABUS

Every level includes 140 speaking exercises that are fully integrated with learning grammar and vocabulary. Every lesson ends with a **SPEAKING HUB** activity which provides an opportunity for more detailed and structured speaking practice.

SPEAKING HUB

A Work in groups. You are going on holiday together to Barcelona for two nights. Together, you have a budget of 600 euros for accommodation and spending money. Answer the questions:

- 1 What kind of accommodation would you like to stay in?
- 2 Which facilities are most important to your group?

B Read about holiday accommodation in Barcelona. Student A – go to the **Communication Hub** on page 155 and read about Hotel Rambla Park. Student B – go to the **Communication Hub** on page 156 and read about Gaudí House Hostel. Student C – go to the **Communication Hub** on page 157 and read about Olympic Apartments.

C PRESENT Describe the accommodation you read about to your group. Decide where you will stay. How much spending money will you have left?

E READ FOR DETAIL Read again and answer the questions.

- 1 Why isn't organising your own holiday online as simple as it seems?
- 2 Why might someone want to write a fake review?
- 3 What does the article aim to teach its readers?
- 4 What are the characteristics of a genuine review?
- 5 What are the characteristics of a fake review?

F SPEAK Work in groups. Discuss the questions.

- 1 What other kinds of online reviews do you read or write, for example, films, books, games, etc.?
- 2 Do people rely too much on online reviews? Explain.

GRAMMAR

verb + *-ing* and *to* + infinitive

A WORK IT OUT Look at the underlined verb patterns from the online reviews. Then complete the rules with the words in the box.

either *to* + infinitive verb + *-ing*

- 1 I love to travel, but I can't afford to stay in five-star hotels or expensive apartments all the time.
- 2 I hope to return to Hotel Jasmine soon.
- 3 I love shopping and the hotel is in the city centre!!!
- 4 I will definitely go on using this hotel – in fact, I refuse to stay anywhere else!!!!

verb + *-ing* and *to* + infinitive

- 1 We use _____ after these verbs: *agree, can't afford, hope, learn, refuse, would like, would prefer, _____*.
- 2 We use _____ after these verbs: *(don't) mind, enjoy, _____*.
- 3 We can use _____ after these verbs (there is little change in meaning): *hate, love, prefer, (can't) stand, _____*.

B Look at *Tips for a happy holiday* again. Write the verbs in **bold** in the correct place in Exercise A.

C Go to the **Grammar Hub** on page 126.

D SPEAK Work in pairs. Think about the best place you have stayed on holiday. Write a short review. Then swap with a partner and ask questions about your partner's review.

VOCABULARY

Accommodation and facilities

A Look at the words in the box. Which types of accommodation are included in *Tips for a happy holiday*?

apartment beach resort campsite chalet
cruise ship guest house hostel hotel

B Go to the **Vocabulary Hub** on page 147.

C SPEAK Work in groups. Take turns describing or drawing items from the **Vocabulary Hub**. The first person in the group to guess each item gets one point.

*A: This keeps your room cool when the weather is hot.
B: Air con!*

PRONUNCIATION

/ʃ/, /tʃ/ and /dʒ/

A Listen to the sounds. Are they the same or different? Then listen and repeat.

- 1 /ʃ/ chalet
- 2 /tʃ/ choose
- 3 /dʒ/ budget

B Complete the table with the words in the box. Listen, check and repeat.

adjective beach genuine language
manage picture ship shout show

	/ʃ/	/tʃ/	/dʒ/
ship		beach	adjective

C SPEAK Work in pairs. Practise saying the words. Listen and check your partner's pronunciation.

SPEAKING HUB

A Work in groups. You are going on holiday together to Barcelona for two nights. Together, you have a budget of 600 euros for accommodation and spending money. Answer the questions:

- 1 What kind of accommodation would you like to stay in?
- 2 Which facilities are most important to your group?

B Read about holiday accommodation in Barcelona. Student A – go to the **Communication Hub** on page 155 and read about Hotel Rambla Park. Student B – go to the **Communication Hub** on page 156 and read about Gaudí House Hostel. Student C – go to the **Communication Hub** on page 157 and read about Olympic Apartments.

C PRESENT Describe the accommodation you read about to your group. Decide where you will stay. How much spending money will you have left?

Talk about the kind of holidays you like



A WELL-BALANCED SKILLS SYLLABUS

Vocabulary Hub, Grammar Hub

and Communication Hub pages at the back of the book provide extra support and skills practice.

These activities can be done in class or at home, to free up more class time for communication practice.

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.



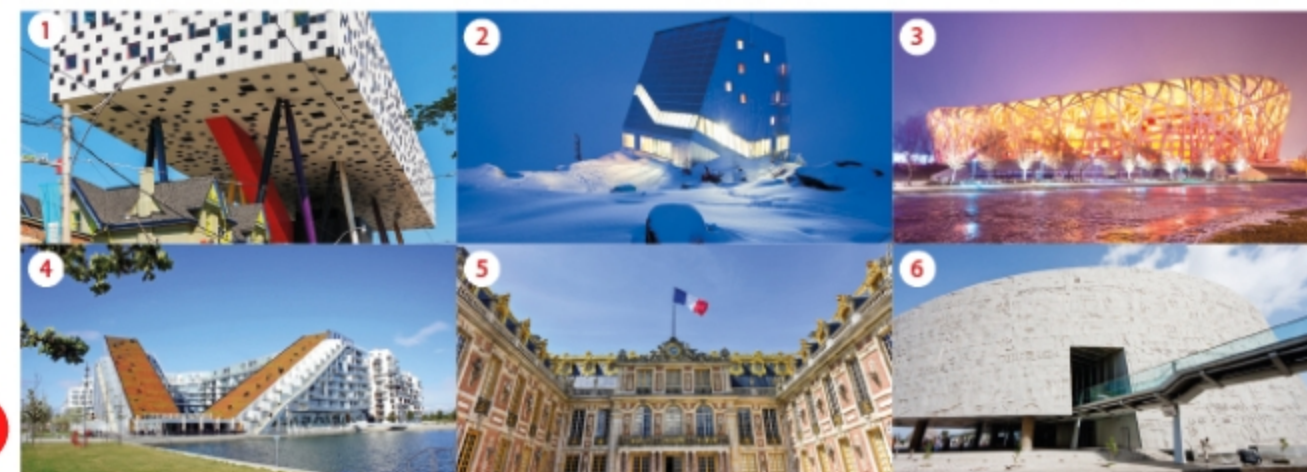
► Go back to page 15.

5.3 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 Describe the buildings.
- 2 What happens inside?
- 3 Which building is your favourite? Why?
- 4 Which building don't you like? Why?

amazing beautiful big boring cool interesting funny modern old small strange tall terrible ugly



► Go back to page 47.

6.1 Student A and B

A SPEAK Work in pairs. Look at the *What's on?* guide below and choose one thing to do together at the weekend. Explain what you like and don't like to help you decide.

A: Let's go out this weekend!

B: Good idea. What's on?

A: There's a rock concert in the park on Saturday.

B: Oh, I don't like rock music. Let's go to a nightclub. I love dancing.

A: Sorry, I'm a terrible dancer!

B SPEAK Have a class vote. Which events are popular?

► Go back to page 53.

City Guide

Cinema

French film festival ★★★

A festival of French cinema, with famous films like *Amélie*, *That Man from Rio* and *Two Days in Paris*.

Next >

Art

Van Gogh – the last years ★★★★★

An exhibition of Van Gogh's paintings from 1888 to 1890.

Clubs

70s disco ★★★

The 70s disco craze continues. Dance all night to your favourite tunes!



A WELL-BALANCED SKILLS SYLLABUS

Every unit presents and practises a new reading or listening skill.

The Writing Bank contains an individual page for every unit that teaches a different writing skill and genre.

2.3 Time flies ● Talk about life events

G past simple – regular and irregular verbs **P** Past simple irregular verbs /ɔ:/, /e/ and /eɪ/
V life events **S** skimming for key words

READING

A Work in pairs. Read the sentence from the article and discuss the questions.
When I was young, ... a year was such a long time. Now I'm an adult, time passes so quickly.

- Do you agree with this sentence? Why/Why not?
- Can you think of an example when time passed quickly or slowly for you?

B READ FOR MAIN IDEA Read *When did the years get shorter?* quickly and match the headings (a–e) with each theory in the text (1–4). There is one heading you do not need. Use the information in the box to help you.

Skimming for key words

When you read an article for the first time, look for clues to help you understand the main idea of each paragraph.

- Look for key words. These could be numbers or the same words repeated.
- Look for words connected to the main topic.
- Look at the first sentence of each paragraph to help you understand the topic.

a The race against time d It's all about the numbers
b From spring to winter e Counting the days
c New experiences slow down time

C READ FOR DETAIL Read again. Are the sentences true (T) or false (F)? Correct the false sentences.

- Time moved more quickly when the writer was a child. *T / F*
- As we grow old, every year becomes a smaller percentage of our life. *T / F*
- Many adults feel they have too much free time. *T / F*
- Time slows down if we are looking forward to an event. *T / F*
- New experiences can help to slow down time. *T / F*
- All the theories agree that adults and children experience time differently. *T / F*

D SPEAK Work in pairs. Which theories in the article best explain why time seems to fly as we get older? Why? Give examples from your own life.

A: I like the one about ...
B: I think Theory 3 is best because ...

When did the years get shorter?

By Stefan Nyberg 10th January 2019

Glossary

routine (n) your usual way of doing things
stressful (adj) involving or causing a lot of pressure or worry
theory (n) an idea that explains how or why something happens

When I was young, the school summer holidays were six weeks long – it felt like forever. A year was such a long time! Now I'm an adult, time passes so quickly. Why does time seem to fly as we get older? Psychologists have several theories about this. Here are the most popular ones:

Theory 1: ___
The first theory is mathematical. When you were 5 years old, a year was 20 per cent of your life, so it seemed like a long time. When you are 50 years old, a year is only 2 per cent of your life, so it seems much shorter. Time can feel very different if you are a child or an adult.

Theory 2: ___
As children, we didn't have as much to worry about – we went to school and studied, then we came home and played with our friends. Adult life is fast, busy and stressful – it's difficult to do everything we want to do. Days can be tiring. Many of us feel that there isn't enough time in the day. Time seems to pass very quickly because as adults we tend to rush to do something and then move on to the next job with no time to stop and think.

Theory 3: ___
As children we knew exactly how many days it was until our next birthday or holiday. All that counting and waiting made the days seem to pass much more slowly. Some psychologists suggest adults don't notice time passing because they are focused on 'boring adult stuff', like shopping or housework. The days, weeks and months pass quickly. Suddenly, another year is over and a new one is beginning.

Theory 4: ___
The routines of work and family life mean that, for many adults, the days all feel the same. This is different from our early lives, which were full of exciting first-time experiences. Back then, we started school and studied new things. Then we took exams, went on our first dates and learnt to drive. When we look back on all these first-time experiences, we feel that the years were much longer because so many new things happened.

All these theories have something in common: there is a clear difference between the way adults and children experience time. Perhaps we need to learn from children and slow down a bit more. Stop, look around, notice the blossom on the trees in spring and the leaves changing colour in autumn. The earth will keep spinning, but we are only here for a short time. Let's enjoy it!

16 LIVING

PLUS COMPREHENSIVE VIDEO INPUT

The amusing **Café Hub** sitcom provides a model for functional language in real-world situations.

Café Hub 1.4 Good morning

Greet people and make introductions word stress

COMPREHENSION

- A** Watch the video. Complete the information about each person in the photo captions below.
- B** Write a question about each person in Exercise A.
- 1 How old is Sam?
 - 2 Where is Gabby from?
 - 3 Is Milly married?
- C SPEAK** Work in pairs. Close your books and ask each other your question from Exercise B.
- A: How old is Sam?
B: He's 34.



FUNCTIONAL LANGUAGE

Greeting people and making introductions

- A** Complete the phrases with the words in the box.
- bad fine Hi meet morning See too you

Say hello	Greet people + reply
Hello.	How are you?
1 <u>Hi</u> .	Not too <u>bad</u> .
Hey!	I'm <u>fine</u> , thanks.
Good <u>morning</u> .	Very well, thanks.
Good afternoon.	
Good evening.	
Introduce people + reply	Say goodbye
This is ...	Bye.
This is my friend ...	See <u>you</u> soon?
It's nice to <u>meet</u> you.	See you soon.
Nice to meet you, <u>Sam</u> .	<u>See</u> you later.

- B** Watch the first part of the video again. Check your answers to Exercise A.



USEFUL PHRASES

- A** Match the useful phrases (1–3) with the replies (a–c).
- 1 What would you like?
 - 2 That's £2, please.
 - 3 Take a seat.
- a Thanks.
 - b Can I have a croissant to go, please?
 - c Here you go.

- B** Watch part of the video again and check your answers to Exercise A.

PRONUNCIATION

Word stress

- A** Watch part of the video again and read the conversation. Notice that the underlined words are stressed.

Neena: Good morning. How are you Sam?
Sam: Not too bad. How are you?
Neena: I'm fine, thanks. This is my friend, Milly.
Sam: Hi Milly. Nice to meet you.
Milly: Nice to meet you, too.

- B** Watch again and repeat the conversation. Copy the word stress.

- C SPEAK** Work in groups of three. Practise the conversation in Exercise A. Remember to use the correct stress.



Greet people and make introductions

Turn to page 160 to learn how to fill in a form with personal details.

Café Hub video

Watch later Share

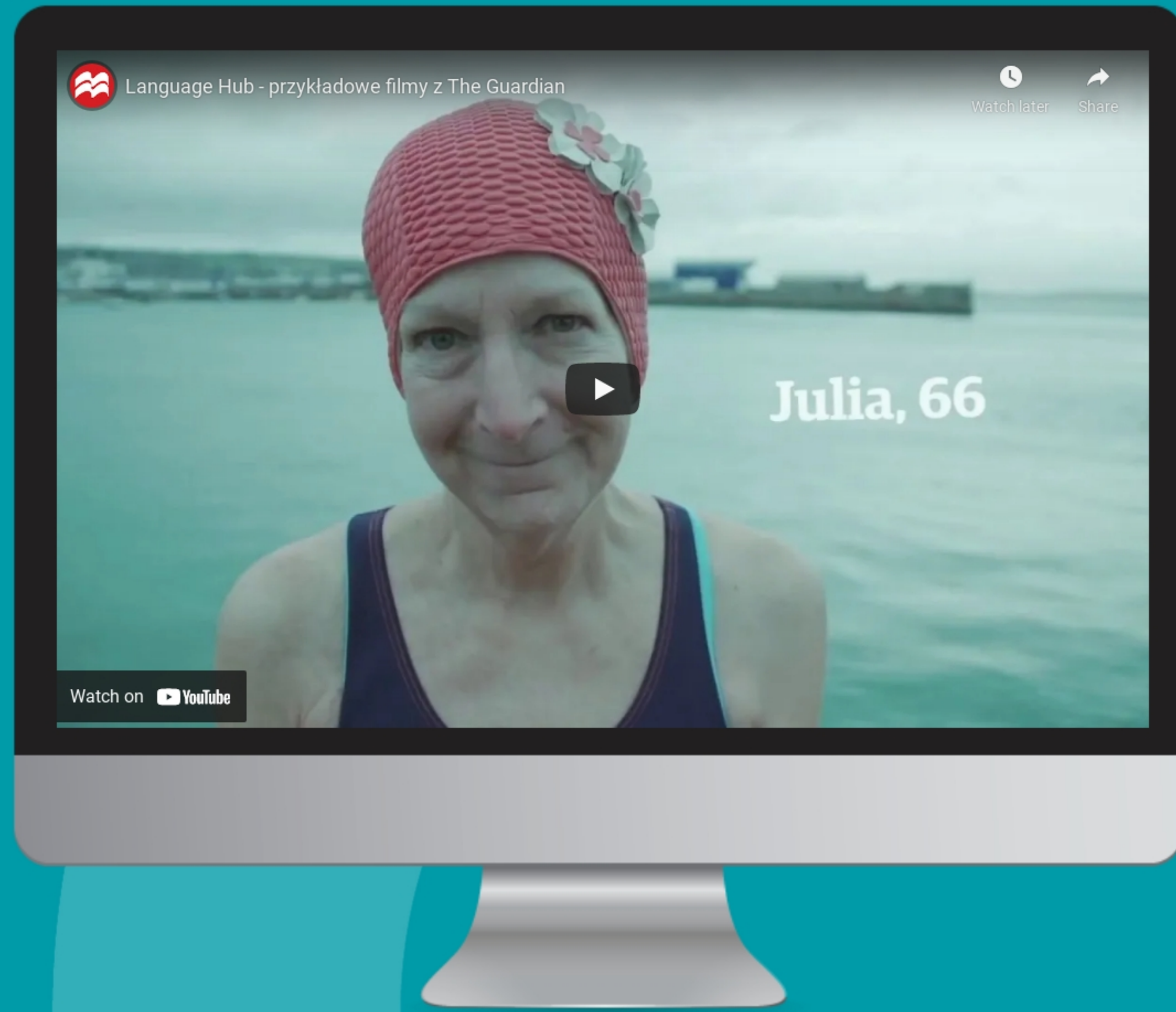
Watch on YouTube

2 videos per unit

PLUS COMPREHENSIVE VIDEO INPUT

Authentic video content from **The Guardian** newspaper offers further input for practice.

**The
Guardian**



CLEAR SUPPORT FOR NEW (AND EXPERIENCED) TEACHERS

TEACHING IDEA by David Seymour & Maria Popova

VOCABULARY: Tell the truth

Use this activity to practise vocabulary.

Write these topics on the board as prompts: *hobbies, job, house / flat, home town, family / friends, personality*. In groups of three, students ask one another questions about them using the prompts. Some of the answers to the questions should be true and some should be false. Students listen to the other members of the group and take notes of anything they think is a lie.

When all the members of the group have asked and answered one another's questions, students challenge one another about the things they think are lies. The winner is the person who detected the most lies.

TEACHING IDEA by David Seymour & Maria Popova

VOCABULARY: Nice people, nasty people

Use this activity to practise personality adjectives.

Write this conversation on the board:

A – I like my cousin Roger.

B – Why?

A – Because he always sends cards and gives me lots of presents.

B – So you like him because he's generous.

A – That's right.

Write the adjectives from this lesson on the board. Arrange students in pairs and ask them to take turns describing someone they know, without using the adjectives from the lesson. Their partner should choose the adjective that matches the description.

METHODOLOGY HUB by Jim Scrivener

Difficulties when reading a foreign language

Many learners approach reading texts expecting to read them thoroughly and to stop only when they have understood every word. Clearly, there is value in this as a way of improving their vocabulary and their understanding of grammar, but, as with listening, this kind of approach does not necessarily make them into better readers, because this plodding, word-by-word approach is not the way that we most often do our reading in real life. In order to make students better readers, we need

first of all to raise their awareness that it's not always essential to understand every word, and that practising some different reading techniques in English may be very useful to them. And if their basic strategy is to read slowly and ponderously, then a good first strategy could be to help them to read fast; not worrying about understanding every word; not, perhaps, even understanding most words, but still achieving a specific goal.

The Teacher's Book also includes practical teaching tips and professional development ideas from the award-winning **Macmillan Books for Teachers** series.



700 Classroom Activities

Digital Methodology Book Pack

David Seymour & Maria Popova



MACMILLAN BOOKS FOR TEACHERS

Series Editor: Adrian Underhill

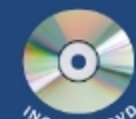


Learning Teaching

The Essential Guide to English Language Teaching

THIRD EDITION

Jim Scrivener



MACMILLAN BOOKS FOR TEACHERS

Series Editor: Adrian Underhill

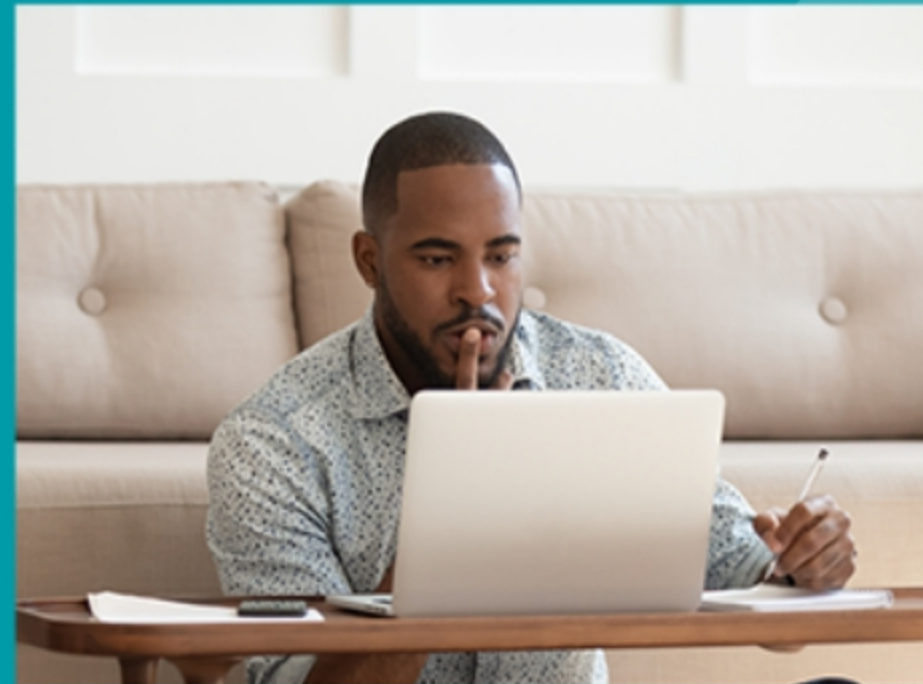
READY FOR ANY SCENARIO



If you teach remotely or would like to add online learning to your face-to-face classes, **LANGUAGE HUB** comes with everything you need to take learning and teaching online instantly and confidently, making it ready for any scenario.



IN CLASS



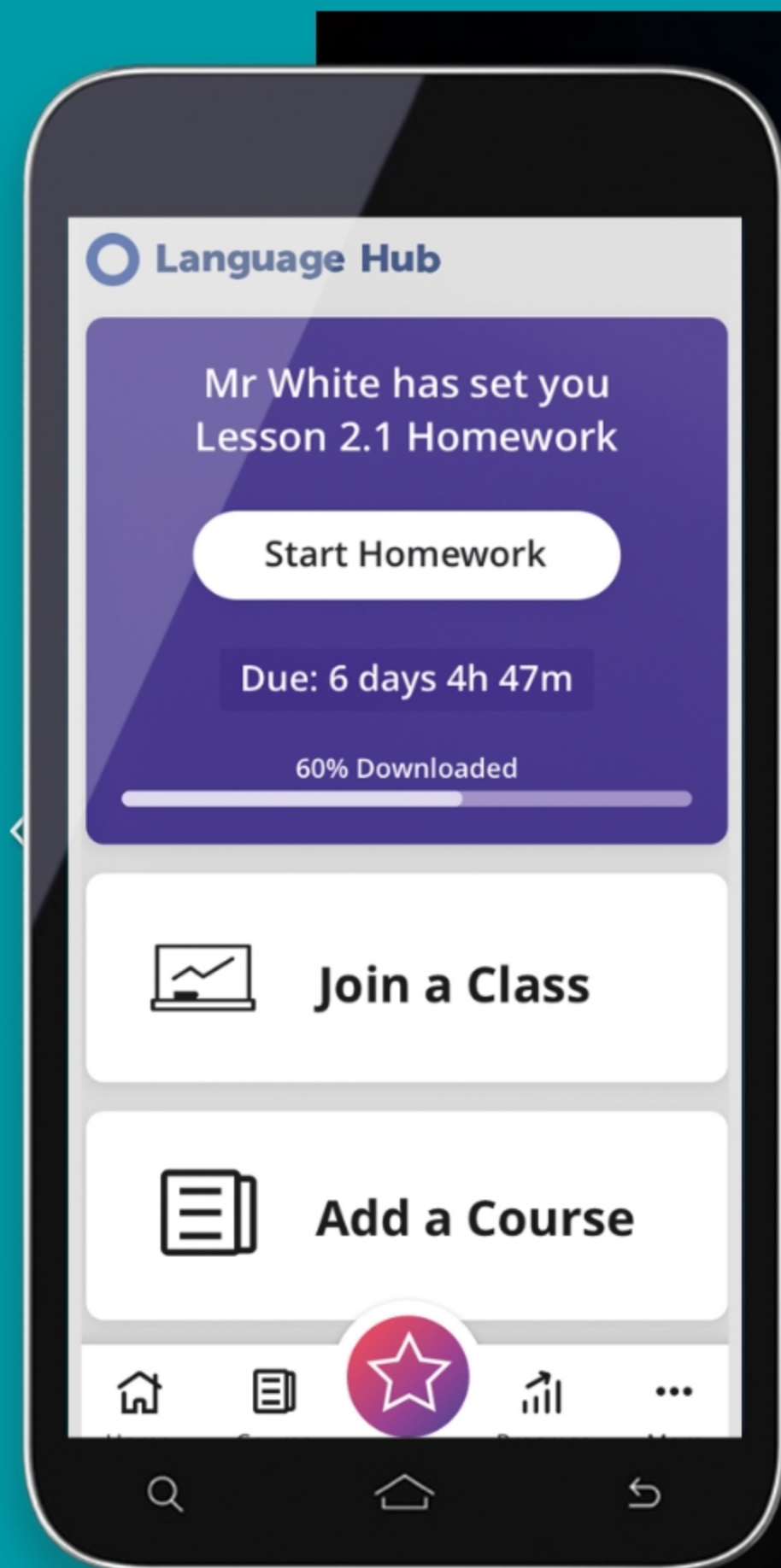
AT HOME



MIXED

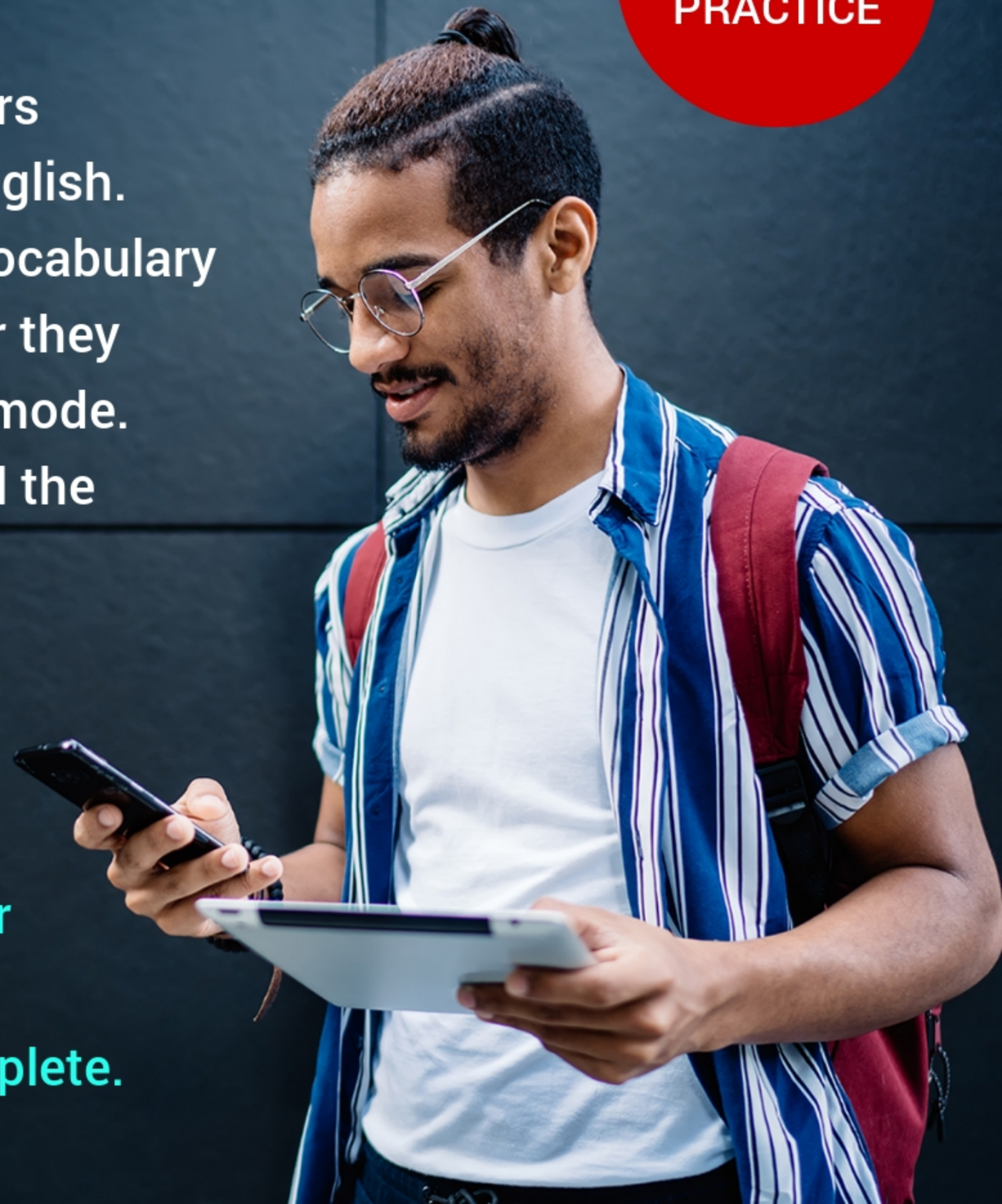
EASY-TO-USE DIGITAL RESOURCES

FOR
EXTRA
PRACTICE



The **Student's App** offers learners a flexible way to practise their English. They can access grammar and vocabulary activities whenever and wherever they want, in practice or in challenge mode. They also have easy access to all the course audio and video material.

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



EASY-TO-USE DIGITAL RESOURCES

FOR
CLASSROOM
PRESENTATION

The easy-to-use **Teacher's App** provides everything a teacher needs for their Language Hub lessons in one place. It also provides easy access to additional video clips including authentic content from *The Guardian* newspaper.





THE COMPONENT CHECKLIST: FOR STUDENTS



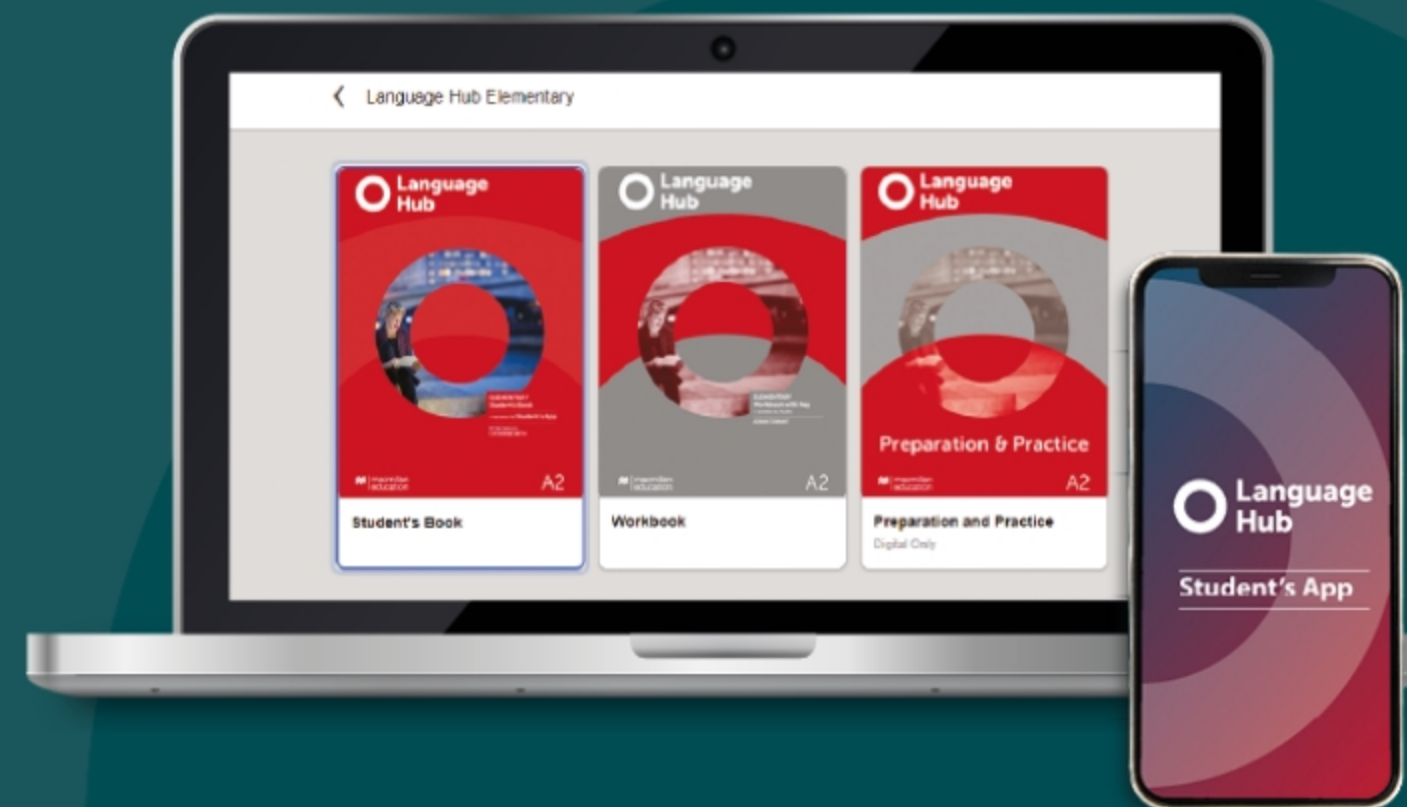
BLENDED SOLUTION

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



FULLY DIGITAL SOLUTION

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





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

NEW

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



Teacher's Resource Centre includes:

- Class audio
- Workbook audio
- Café Hub video
- Authentic videos
- Authentic video worksheets
- Photocopiables
- Wordlist
- WB answer key
- CEFR map



THE FULL ISBN LIST

	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
Teacher's Book with Teacher's App	9781380016522	9781380016720	9781380016928	9781380017123	9781380017321	9781380017529



A1



A2



B1



B1+



B2

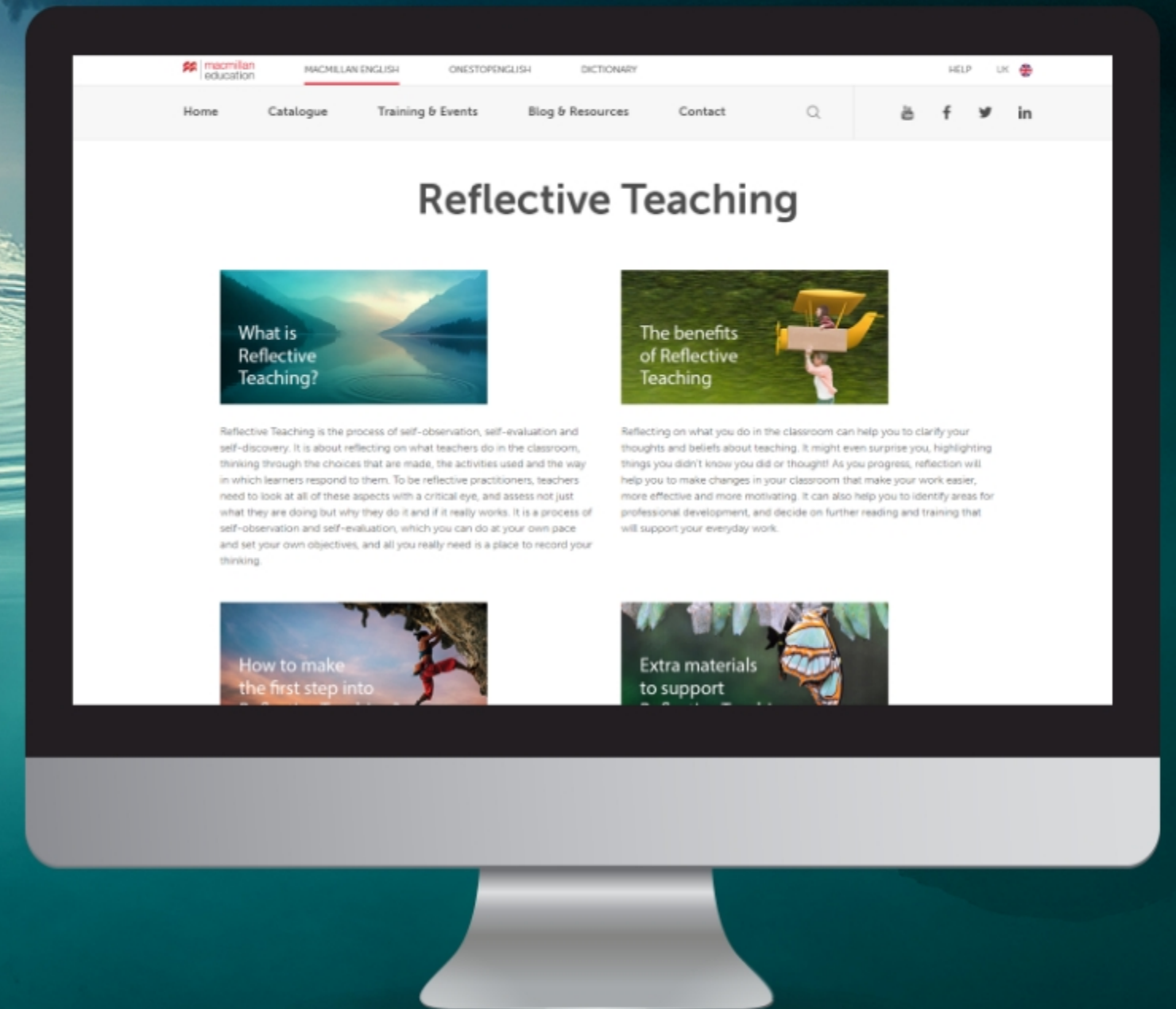


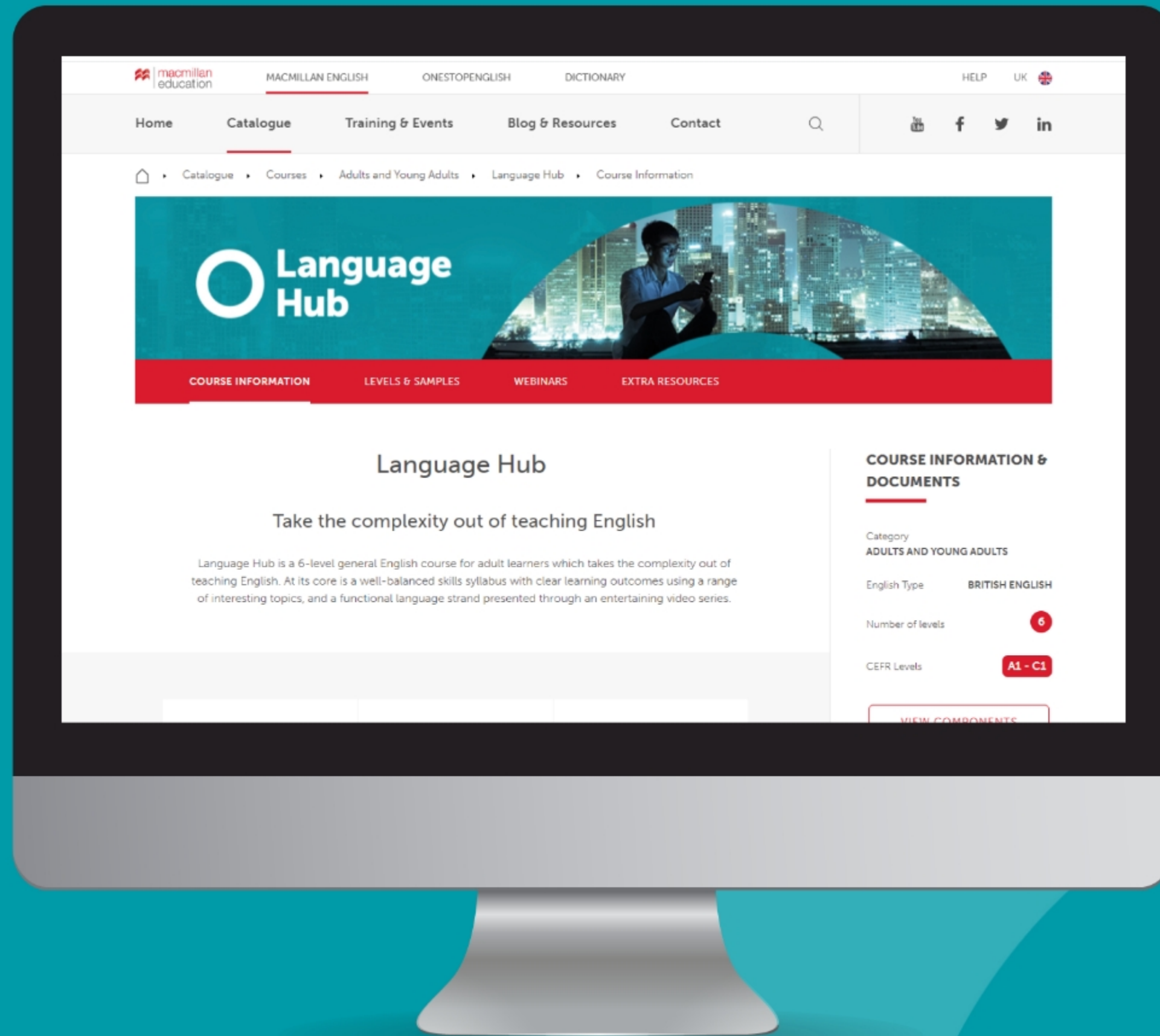
C1



With reflection worksheets and checklists plus ideas and advice from the trainers at NILE, this extra support material will help teachers reap the benefits of Reflective Teaching.

PLUS THE REFLECTIVE TEACHING JOURNAL





Download unit samples from:

[macmillanenglish.com/languagehub](https://www.macmillanenglish.com/languagehub)