



Take the complexity  
out of teaching English



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



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 71

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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 49

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

## Step-by-step instructions

**4 Work and education**

**WORK AND EDUCATION**

Education is someone's experience of learning or being taught.  
Synonyms: training (v), tuition (n)

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

Choose a job you love and you'll never have to work a day in your life.  
Confucius

Firefighters at work in London, UK

This quote suggests that when we find a job that we love, it doesn't feel like work.

Confucius (551–479 BC) was a Chinese philosopher, teacher and politician. He believed in the power of learning and argued that individuals can create their own values and futures through self-improvement.

**OBJECTIVES**

- Understand the unit opener questions.
- Understand the unit opener questions.
- Understand the unit opener questions.
- Understand the unit opener questions.

**UNIT OPENER QUESTIONS**

Ask students to look at the section on the page and describe what they see. Ask students what job this is (firefighter) and ask for suggestions of other jobs these people may have to do in their working day. Elicit any personal experience of this job if a student has a friend or family member who is a firefighter. Then ask what jobs the students, their families and their class friends have, and write a list of job titles on the board in columns.

Ask students to read the questions at the bottom of the page. Check students understand the questions and write their sentence stems on the board to help them fill in the job titles.

... I would / would like to do this job because ...

Put students into pairs or small groups to discuss the questions. Monitor to help with grammar and vocabulary. Encourage students to listen to each other and to extend the discussion with follow-up questions. For whole-class feedback, ask two or three students to share their ideas with the class.

**WORKSHEETS**

Lesson 4: What do you do?  
Work and jobs. T8 page W10

Present simple (yo/you questions), short answers. T8 page W20

Lesson 4: Good job!  
Have a job? T8 page W21

Time expressions. T8 page W22

Lesson 4: I learn something new  
Questions work. T8 page W23

Education: education. T8 page W24

## Highlighted passages with correct answers for reading and listening tasks

**4.2 Good job!**

**PRONUNCIATION**

Go through the instructions before playing the recording. Give feedback as a class, highlighting the focus and link together to sound like a class. Highlight the focus and link together to sound like a class. Highlight the focus and link together to sound like a class.

**LISTENING**

Focus students on the two pictures and ask them to describe what they can see in each one. Ask them how the pictures are different.

Play the recording. Students listen to the conversation and decide which picture shows where the person works. Explain that the person is a firefighter. Ask students to write down the job title and the place where they work. Check answers as a class by playing the recording again.

**TEACHING IDEA** David Seymour  
Vocabulary: What time do you ... ?  
Use this activity to practice time expressions. When you hear the words, quickly make a question about what time (do the thing, eg. train) ... What time do you catch the train to work? Make a note of my answer. (Don't use two questions with the same verb.)  
Work in pairs. Get up, lunch break, home, bed, breakfast, bathroom. Two of my answers were the same. In pairs, decide which one. In pairs, ask each other questions in the same way, eg. ... What time do you get up? ... I get up at 7.

**TEACHING IDEA** David Seymour  
Vocabulary: Workplaces  
Use this activity to develop work place vocabulary and to practice present simple questions with he/she.  
Work in pairs. Imagine you have a job in one of these places. Your partner will ask you yes/no questions to discover your job, eg. ... I work in a hospital. B. ... Do you open an airport? A. ... No, I don't. B. ... Do you clean the floor? A. ... No, I don't. A. ... Do you have to wear a uniform? B. ... No, I don't. I work in a hospital, Disneyland, an airport, an office, a hotel, a cafe, a school.

**AUDIOSCRIPT**

4.5  
Listening Exercise A, page 173  
S = Sarah H = Hassan

S: How do you like your job?  
H: It's great. I don't have to work nine to five. I can work when I want to.  
S: That's great, so when do you work?  
H: I work from 10 to 12 in the morning. Sometimes before or after.  
S: Right, would you like to work in the afternoon or later?  
H: I don't mind. I don't go to bed until midnight or later.  
S: When do you have lunch?  
H: I have lunch any time I feel like it. Sometimes at 12, sometimes at 1.  
S: What time do you usually finish work?  
H: I usually finish work at 10. I don't have to go to bed until midnight.  
S: That's amazing. You can leave whenever you like?  
H: No, I don't have to. I have to work when I want to.  
S: I don't understand.  
H: I don't work when I want to. I work when I have to. I work when I have to.

## The Language Hub Teacher's Book really helps to take the complexity out of teaching English by offering:

## Annotated 'teach-off-the-page' lessons

**4.1 What do you do?**

**Work and jobs** **present simple (yo/you questions, short answers)** **linking sounds: do/does**

**VOCABULARY**  
Work and jobs

A Match the pictures (1–4) with the words in the box. 1 engineer 2 teacher 3 pilot 4 doctor  
doctor engineer pilot teacher

B Go to the Vocabulary Hub on page 147.

C Complete the sentences with the words in the box.  
computer office travel (v) wear (v)  
1 I sometimes travel for my job, but I usually work in an office. I go to meetings and I have a lot of different people.  
2 I like my job because I meet new people every day. I wear a uniform. I don't work in an office. I work in a hospital.  
3 I always travel for my job, but I usually work with the same people. I wear a uniform. I don't work in an office. I work in a hospital.  
4 I usually work from 10 to 12 in the morning. Sometimes I go to bed until midnight. I spend a lot of time on my computer.

D SPEAK Work in pairs. Talk about your job or the job of someone you know. Use the words and phrases in Exercise C to help you.  
A: I'm a designer. I don't work in an office. I work from home.  
B: My sister is a businesswoman. She travels a lot for her work. She always goes to different places.

**READING**

A READ FOR GIST Read the interview. Are the sentences true (T) or false (F)? Correct the false sentences.  
1 He's a nurse. He's an engineer. T/F  
2 He works in an office. He never works from home. T/F  
3 He loves his job. He loves his job. T/F

B READ FOR DETAIL Read the interview again. Find and correct mistakes in the summary.  
Mathews is an engineer. He works in an office, but he also goes to meetings and he visits hospitals. He doesn't work from home because he never needs to talk to other people. He works for a small company in the USA. He never visits any other countries. He says his job is easy but he loves it because it's creative.

C SPEAK Talk to your partner. Do you think Mathews has got an interesting job? Why/Why not?

**Working Week – Out for lunch**

Every week, we catch someone on their lunch break and ask them five quick questions about their job.

**This week: Mathews Oliveira, 32**

What's your job?  
A: I'm an engineer, like my brother. Does your brother work for the same company as you?  
No, he doesn't. He works for a big company in the USA.  
Do you work in an office?  
Yes, I do. I also spend a lot of time out of the office.  
I go to meetings and I visit hospitals.  
Do you work from home sometimes?  
No, I don't. I always need to talk to other people, so I don't stay at home.  
Do you travel for work?  
Yes, sometimes. I work for a large company in Brazil, but I often go to the USA, China and Japan.  
Do you like your job?  
Yes, I love it. It's difficult, but it's also interesting and exciting. I'm very lucky.

## Practical teaching tips and professional development ideas from the award-winning Macmillan Books for Teachers series

**4.1 What do you do?**

**LEAD-IN**

Play an alphabet game. Write the letter 'K' on the board and elicit jobs beginning with that letter (eg. artist, accountant, etc.). Repeat the process with the letter 'H'. Then, put students into small groups and tell them you're going to play an alphabet game. Give them 10 to 15 minutes to think of as many jobs as they can for each letter of the alphabet. They should use the first half of the time without any help for whole-class feedback, elicit students' ideas, writing on the jobs on the board and correcting them if necessary. Award points to the group with the most jobs.

**VOCABULARY**

A Students match the words in the box with the pictures. Check answers as a class. Elicit some ideas on what each of these people does at work (eg. a pilot flies planes) to get an idea of the students' language level in the class.

B Direct students to the Vocabulary Hub on page 147. Give them time to complete the exercise alone before checking answers in pairs. Give feedback as a class.

C Give students time to complete the exercise alone, before checking in pairs. Give feedback as a class.

D Model the activity by talking about your job using the language in Exercise C. Then, put students into pairs to talk about their jobs or the jobs of someone they know. Monitor and assist as required. Use Vocabulary Worksheet on T8 page W19 for extra practice.

**TEACHING IDEA** David Seymour  
Vocabulary: Picture board  
Use this activity to practice job vocabulary.  
Work in pairs. Take turns to come to the board. I'm going to give you a job. Write it on a piece of paper or whiteboard. If you have any ideas to draw pictures to help your partner guess the job. You mustn't write any letters, or speak, or make any gestures. Give your partner a minute to guess the job. If you miss the job, you can't.

**TEACHING IDEA** David Seymour  
Vocabulary: Job clip  
Use this activity to review the vocabulary section.  
Stand in a circle. Take turns to come to the board. I'm going to give you a job. Write it on a piece of paper or whiteboard. If you have any ideas to draw pictures to help your partner guess the job. You mustn't write any letters, or speak, or make any gestures. Give your partner a minute to guess the job. If you miss the job, you can't.

**METHODOLOGY HUB** Jon Osborne  
Deciding on your role while students do an activity  
Let's do a task in two steps.  
Step 1: The first 30 seconds are they doing the task set?  
Immediately after you have given the instructions for a task and students start doing it, there is often an immediate need to check to make sure that students are doing the activity that you asked them to do and have understood the basic mechanics of the activity.  
You could do this by quietly and relatively inconspicuously wandering around the room, listening briefly to parts of the discussion from many groups and assessing yourself that students are doing what they are supposed to. We could call this 'monitoring to check the mechanics'.  
Step 2: The task itself  
In many activities, the prime aim is for learners to be doing a task to work on their own, speaking fluently and trying to do things without too much interference and correction. If they are doing the task correctly, then possibly they don't need you any more once the task is under way. Your presence might actually be an interference. If you are around and very visible, they might look to you for guidance and help whenever they find a problem, whereas it might be more useful if they are to struggle a little and learn to make use of their own resources. So once an activity is safely under way, your options often tend to be the following choices: monitor discreetly or vanish.  
In some tasks – especially those in which students might not move forward quickly but need ongoing advice, support, input and encouragement – you may find that some kind of more active role is called for. In these cases, your best options are probably to monitor actively or participate.

Easy-to-use Teacher's App provides everything a teacher needs in one place (see page 6).





## Magazine style unit openers

# The Guardian

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



5

WORK

There is no substitute for  
hard work.

—Thomas Edison

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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 article. What do you think Edison meant? Do you agree with him?
- 3 Look at the picture. Would you like to have the man's job? Why/Why not?

WORK 41

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## GRAMMAR

### Present perfect for past and since

**A** **WIDE IT OUT!** Look at the sentences from Barry's interview and answer the questions.

- 1 Does Barry still live in his old flat?
- 2 Is the action here finished or unfinished?
- 3 What time is the world today?
- 4 Are we still at the same place as 50 years ago?
- 5 Does Barry still work at the car factory?
- 6 Is the action started or finished or unfinished?
- 7 What time is the world now?

**B** Choose the correct words to complete the rules.

#### Present perfect for past and since

- 1 Use **has/have + past participle** (past participle) to talk about actions or situations that started in the past and **continue** in the present.
- 2 Use **has/have + past participle** (past participle) to talk about actions or situations that started in the past, but are **finished** and do not continue into the present.

#### Look at the words in bold in the sentences from Barry's interview. Complete the rules with how long, for or since.

**How long have you been married?**  
**Actually, I've been here since 1997.**  
**How long have you been married?**

#### Present perfect for past and since

- 1 **How long** → present perfect for time when the duration of an action.
- 2 **Since** → to talk about the point in time when something started, e.g. yesterday, last year, 1997.
- 3 **For** → present perfect to talk about a length of time, e.g. 20 minutes, six years, for two hours, for two years.

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

*After studying our notes, write a sentence.*

*After seven years we've in a present perfect (past participle)*

#### Go to the Grammar Book on page 130.

## PRONUNCIATION

### Get the hang of, for, since

#### Listen and repeat.

- 1 How long have you been married?
- 2 How long have you worked there?
- 3 How long have you been married?
- 4 The wedding there since last summer.

## VOCABULARY

### work + preposition

**A** Go to the Vocabulary Book on page 146.

**5 SPEAK** Work in a class. Talk in as many different people as you can. Use the words **work** in **front of** or **behind** of someone they know. Make notes on each person you talk.

*Example: She works in a bar. / He works in a bank.*  
*Teacher: She works in a bar. / He works in a bank.*  
*Students: She works in a bank. / He works in a bank.*

**5 SPEAK** Work in a group. Compare your notes. Which jobs were the most useful or interesting?

## SPEAKING HUB

**A** You are going to talk about a topic in which you are expert. Complete the following areas:

- your profession and/or industry
- a social science: learning, coding, sailing, rock climbing, sports

**B PLAN** Think of a couple of questions you can ask your classmate about their topic.

- How long...?
- What are you doing?

**C DISCUSS** Work in a group. Interview each student in the group about their expertise. What were the most interesting things you heard about your classmates?

○ Answer questions on topics in which you are an expert

WORK

[illegible]

A computer monitor is shown, displaying a video player interface. The video content features a man with dark hair, wearing a blue jacket and large, reflective sunglasses, smiling broadly. He appears to be outdoors, with a lush green, forested mountain slope in the background. The video player has a dark grey header bar at the top with the text "Seven Summits, Salomon TV" in white. On the left side of the player, there is a blue circular button with a white camera icon and the word "Vlog" below it. Below this are two small square buttons with left and right arrow icons, and a larger rectangular button with a white square icon and the word "Exit" below it. At the bottom of the video frame, a white subtitle reads "- Are you serious?". The monitor itself has a silver base and a dark grey bezel.



7

Writing

● Write a reply in an online discussion forum

### W comparing and contrasting

#### A Work in pairs and discuss the questions.

- Have you ever ...
  - a read an online discussion forum?
  - asked a question on an online discussion forum?
  - written a reply to somebody on an online discussion forum?
- What kind of online discussion groups are you interested in? Use the ideas in the box and your own ideas.

current affairs financial markets food  
health and fitness music and film personal matters  
product reviews and recommendations travel

- 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?

Hi. We have some relatives from abroad coming to stay next week. I want to take them out for a meal when they arrive after their long flight. I'm not sure whether to take them to an expensive restaurant or a fast-food joint.

I've asked them which they prefer, and they say they don't mind, but perhaps they're just being polite. What do you recommend?

3 Comments

It depends. Expensive restaurants serve better food, but of course they're much more expensive than fast-food joints. On the other hand, I like fast food because it's a lot faster than food from a restaurant. Why don't you ask them what they want to eat? Or how about cooking a meal for them instead?

I strongly recommend taking them for a nice meal at an expensive restaurant. It'll make them feel special and welcome, and it should be an excellent first impression on them. They might be stressed after their flight, so they might want to go somewhere quiet and relaxing. You could always take them to a fast-food joint later during their stay with you – it's nice to try to do with somebody you already know well. But, for that first meeting, an expensive restaurant is best.

I think you should take them for some fast food. After a long journey, they'll be tired and hungry, so they'll want to eat as quickly as possible. Another thing I remember is that your visitors might not feel very fresh and clean after their journey, and they may not have suitable clothes for a nice restaurant. So you'll have to take them home first so they can change their clothes ... and that could take hours. It's much quicker and easier if you take them for some simple food at a fast-food joint. After all, you can always take them to your favourite restaurant the next day. Good luck!

#### C Read again. Which reply or replies ...

- started with a clear recommendation?
- ended with a clear recommendation?
- introduced a third option?
- thought about how the visitors will feel after their journey?
- missed some important information in the original message?
- gave reasons to explain why their recommendation is better?
- suggested a way of using both options?

#### D Look at the box. Choose DO or DON'T for each rule.

##### Comparing and contrasting

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

I want to organise a dinner party for about 20 people from work and my families. I like the idea of a pot luck dinner party but I've heard they don't always work well. Maybe I should just cook all the food myself. What do you recommend?

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

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

162 WRITING

Each Student's Book includes a code for the **innovative Student's App**, which offers learners quick and flexible practice opportunities whenever and wherever they need it.

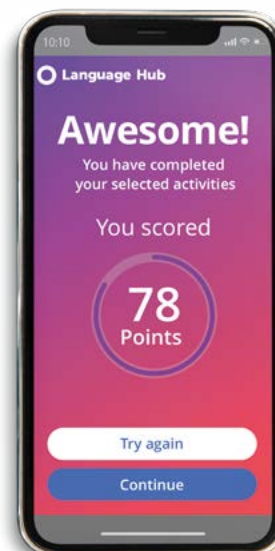
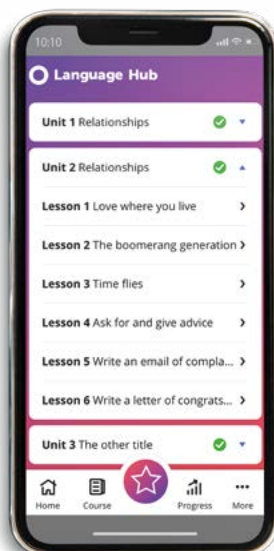


Student's Book



Student's App

Students can access **grammar and vocabulary activities** either in **practice mode** or a more difficult **challenge mode** against the clock.



Through the App students can also **access the video and audio for the course.**

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





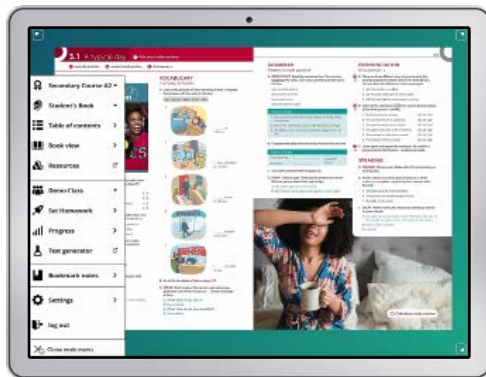
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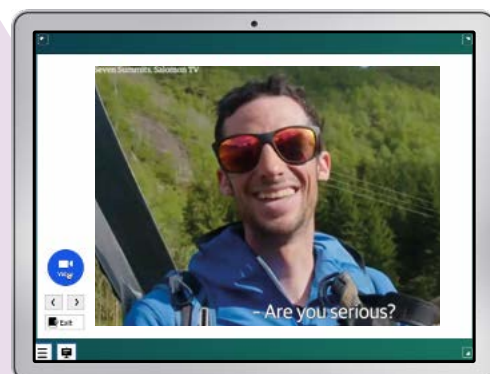
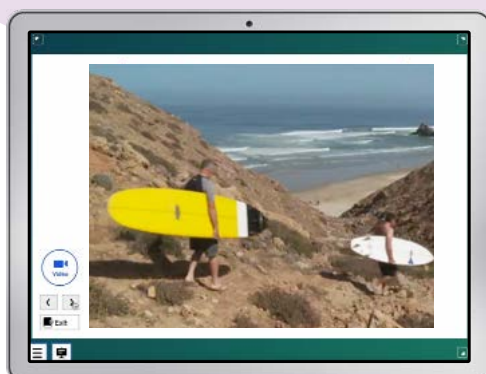
Teacher's App

Each Teacher's Book comes with the **Teacher's App**, which provides everything a teacher needs for their class in one place.

The App enables teachers to deliver truly engaging lessons with content provided in a **format that makes classroom presentation easy**.



Easy access to the course video and additional **authentic video clips** including content from *The Guardian* newspaper.



# Language Hub

Take the complexity out of teaching English with the perfect blend of easy-to-use resources.

## For STUDENTS



Student's Book

Student's App

Workbook with/without key

## For TEACHERS



Teacher's Book

Teacher's App

All components aligned to the revised CEFR



A1



A2



B1



B1+



B2



C1

	Beginner	Elementary	Pre-intermediate	Intermediate	Upper Intermediate	Advanced
Student's Book with Student's App	9781380016508	9781380016706	9781380016904	9781380017109	9781380017307	9781380017505
Workbook with Key	9781380016539	9781380016737	9781380016935	9781380017130	9781380017338	9781380017536
Workbook without Key	9781380016546	9781380016744	9781380016942	9781380017147	9781380017345	9781380017543
Teacher's Book with Teacher's App	9781380016522	9781380016720	9781380016928	9781380017123	9781380017321	9781380017529

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Beginner, Upper Intermediate and Advanced in January 2020



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