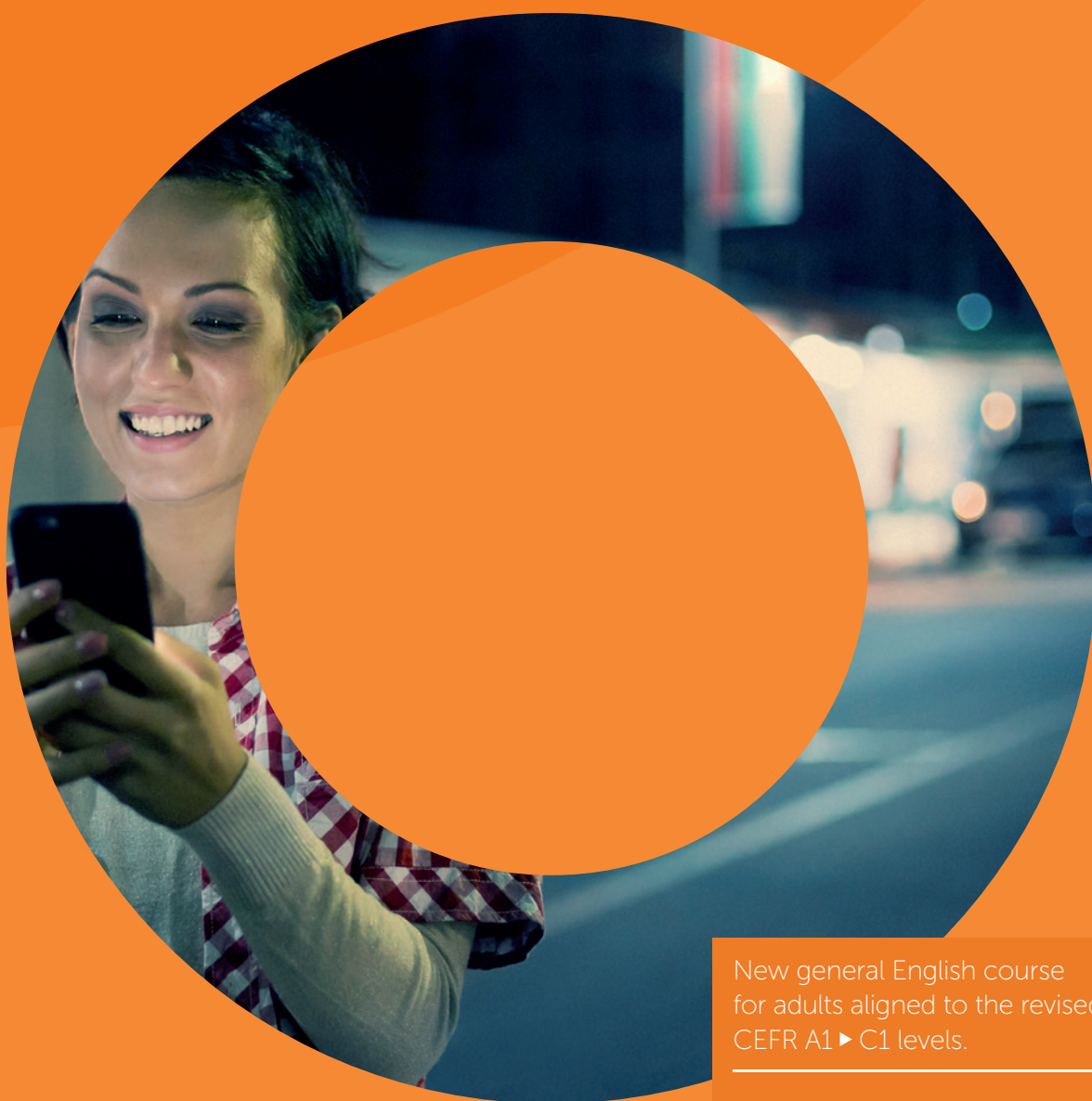




Your course guidebook



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



macmillan
education

Do you know what “a hub” is in its most common and literary meaning? It’s “the part at the centre of a wheel”. In its metaphorical meaning **“it’s the most important place where a particular activity takes place”**.

So what is at the hub of a modern English course for you as a teacher?

See the options below and ✓ what is essential for you:



Functional, informative
and entertaining videos ▶ page 1



Speaking-oriented material
▶ page 2



Visible, clear and achievable
learning outcomes ▶ page 4



Meaningful communication
▶ page 5



Flexibility in catering to various student
and teacher needs ▶ page 6

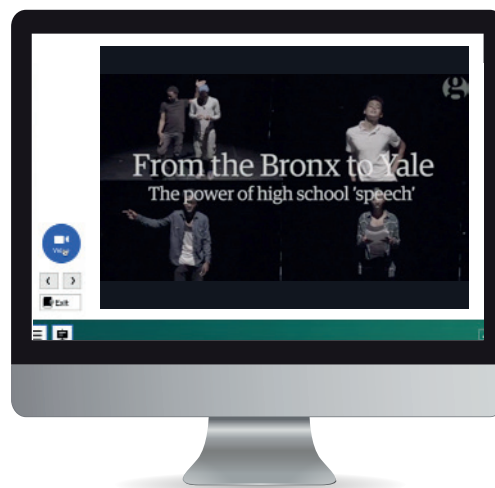
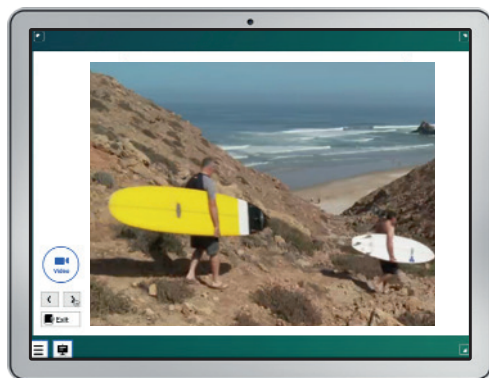


Step-by-step skills development
▶ page 8

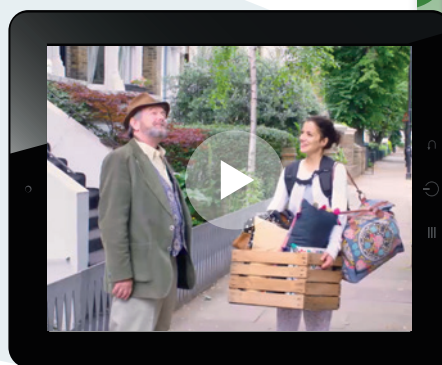
The Guardian



Teachers have access to a range of **authentic videos** taken from sources such as *The Guardian* allowing productive language practice.



One lesson in each unit is video-based – “Café Hub” videos are short amusing situation comedy films. They provide a **model of functional language** in real-life engaging situations, which allow students to expand their communicative abilities. Video-based lessons provide opportunities to learn **authentic language** and encourage students to use it as communicative output.



Café Hub 7.3 Comfort eating
make suggestions suggestions

COMPREHENSION

A Work in pairs and discuss the questions.
What do you do when you're feeling upset or worried?
Do you cook, go for a run, phone a friend, watch a good film or something else?

B Watch the first part of the video and answer the questions.
1 What is Gaby's bag made of?
2 What does Milly think about her news?
3 What is Gaby upset about?

C Find and correct five mistakes in the story that Gaby told Milly.
What advice do you think Milly will give? Watch to check your answers.
It was about a week ago. Last Wednesday, Sam had to leave work early and so he asked me to look after the cafe. I had decided to tell him how I felt, and so before I looked up, I wrote a poem expressing my true feelings for him. ... And I left it on the doormat for him to find. He can't have seen it.

FUNCTIONAL LANGUAGE

A Match the two halves of the extracts from the video.

Making a suggestion

- Have you tried
- What about
- The best thing might be
- If I were you, I'd
- Why don't we
- We could

- cook something delicious.
- take some time to think about it.
- talking to him about it?
- put on some whipped cream and sprinkles?
- sending a text or an email or something?

Complete the phrases in the table

No, I _____.	I don't know what to say.
No, that wouldn't _____.	To say what?
That's a _____ idea.	I'm already really embarrassed.

FOOD

FUNCTIONAL LANGUAGE

A Match the two halves of the extracts from the video.

Making a suggestion

- Have you tried
- What about
- The best thing might be
- If I were you, I'd
- Why don't we
- We could

- cook something delicious.
- take some time to think about it.
- talking to him about it?
- put on some whipped cream and sprinkles?
- sending a text or an email or something?
- to just ask him if he got the letter.

B Complete the phrases in the table.

Saying no to a suggestion	Saying yes to a suggestion
No, I _____. I don't know what to say.	That's a good _____.
No, that wouldn't _____. To say what?	It's worth a _____.
That's a _____ idea. I'm already really embarrassed.	Good _____.

Four features make Language Hub a great tool for mastering speaking skills.

1

The total number of speaking exercises, which are included on every page of the coursebook: **140** per level, plus **50** individual dedicated sets of speaking tasks.



2

The fact that speaking activities are fully and consistently integrated with learning grammar and vocabulary.

GRAMMAR
can

A WORK IT OUT Read the sentences from the Chicago Expat Forum. Then choose the correct words to complete the rules.

Can you play tennis? ... It can be boring.
You can go to the theatre. I can't play tennis ...

can

- We use *can* to talk about **ability and possibility / the past**.
- In positive and negative sentences, *can* comes **before / after** the main verb.
- We use the infinitive **with / without** to after *can*.
- We use **use / don't use** questions that start with **Do ... ?**
- We **add / don't add -s** in the third person.

B Go to the **Grammar Hub** on page 130.

C SPEAK Work in pairs. Ask each other questions starting with *Can you ... ?* Use the ideas below to help you.

- arrive at work when you want
- go to the cinema in your neighbourhood
- play a musical instrument
- play tennis
- speak another language
- swim
- work from home

A: *Can you arrive at work when you want?*
B: *I don't work, but I can usually arrive at university when I want. Can you play football?*

GRAMMAR

can

A WORK IT OUT Read the sentences from the Chicago Expat Forum. Then choose the correct words to complete the rules.

Can you play tennis? ... It can be boring.
You can go to the theatre. I can't play tennis ...

can

- We use *can* to talk about **ability and possibility / the past**.
- In positive and negative sentences, *can* comes **before / after** the main verb.
- We use the infinitive **with / without** to after *can*.
- We **use / don't use** questions that start with **Do ... ?**
- We **add / don't add -s** in the third person.

B Go to the **Grammar Hub** on page 130.

C SPEAK Work in pairs. Ask each other questions starting with *Can you ... ?* Use the ideas below to help you.

- arrive at work when you want
- go to the cinema in your neighbourhood
- play a musical instrument
- play tennis
- speak another language
- swim
- work from home

A: *Can you arrive at work when you want?*

B: *I don't work, but I can usually arrive at university when I want. Can you play football?*

5.2 My neighbourhood Describe a neighbourhood

places in a town or city can can't weak forms: can/can't

VOCABULARY
Places in a town or city

A SPEAK Work in pairs. Which of the sentences (1–3) best describes you?

- I like quiet areas away from the centre of the city.
- I like busy areas in the city, with lots of people and shops.
- I don't like the city. I like small towns and the countryside.

B Work in pairs. Look at the pictures. Which of the places in the box can you see?

café cinema gym hospital library market museum park shops supermarket theatre

C Go to the **Vocabulary Hub** on page 148.

D SPEAK Work in pairs. Which of the places in Exercise B or in the Vocabulary are there in your neighbourhood? Which would you like to have?

In my neighbourhood, there's a supermarket, but there aren't any small shops.

READING

A READ FOR GIST Read the comments in the Chicago Expat Forum. Who is Grace and what is her problem?

B READ FOR SPECIFIC INFORMATION Read the comments again and answer the questions.

- Where is Grace from?
- Where is Grace's new job?
- Which two places can she go to in Jackson Park?
- What does Grace like doing?
- Where is the gym?
- How far is Hyde Park from the centre of Chicago?

C SPEAK Work in pairs. Do you think Hyde Park is a good place for Grace to live? Why/Why not?

VOCABULARY

Places in a town or city

A SPEAK Work in pairs. Which of the sentences (1–3) best describes you?

- I like quiet areas away from the centre of the city.
- I like busy areas in the city, with lots of people and shops.
- I don't like the city. I like small towns and the countryside.

B Work in pairs. Look at the pictures. Which of the places in the box can you see?

café cinema gym hospital library market museum park shops supermarket theatre

C Go to the **Vocabulary Hub** on page 148.

D SPEAK Work in pairs. Which of the places in Exercise B or in the Vocabulary are there in your neighbourhood? Which would you like to have?

In my neighbourhood, there's a supermarket, but there aren't any small shops.

3

The fact that speaking is integrated with learning other skills, in addition to dedicated speaking development sections, especially listening and reading.

7.2 Food fads Compare different types of food. Compare a range of solutions and choose the best one.

READING A **SPEAK** Read the definition of *fad*. Then work in pairs and discuss the questions.

fad – definition and synonyms
NOUN (Pronunciation /fæd/)
1 something that is popular or fashionable for only a short time

1 Can you think of any current food fads? Which foods are fashionable now?
2 Are there any food fads connected with different ways of cooking? Or different ways of eating?
3 Which older food fads have gone out of fashion?

B READ FOR GIST Read *Food fads* quickly. What is the writer's opinion about superfoods?

a They're just a fad – they aren't really very good for you.
b Expensive superfoods are much healthier than cheaper food.
c You don't need to spend a lot of money to buy some superfoods.
d Most superfoods are actually bad for your health.

C READ FOR SPECIFIC INFORMATION Read again. Write A (local berries), B (broccoli), C (chia seeds), D (goji berries) or E (quinoa).

According to the blog post, which superfood ...
1 isn't only eaten on our planet?
2 is much cheaper than other superfoods?
3 might help you stay younger for longer?
4 can help you digest your food more effectively?
5 might not be safe for everybody?
6 has become popular very quickly?
7 helps you to eat less food between meals?

D SPEAK Work in groups and discuss the questions.

1 Do you think it's worth paying more money for superfood? Why/Why not?
2 Do you think it's more important for you to eat healthy food or tasty food? Why?
3 What are some simple ways that we can eat more healthily?

GRAMMAR Comparatives and superlatives
A Cover the *Food fads* article. Complete one word in each space. Then check the blog post.

1 'This week, I've decided to look at _____, the _____ biggest food superfood.'
2 'They contain _____ other fruits, is healthier and _____.'
3 'Chia seeds contain some of the _____ nutrients for the _____.'
4 'Even better, they make you feel _____.'
5 'Some people believe these berries grow old _____, but _____.'
6 'It isn't quite _____ quinoa, but it's _____ expensive.'
7 'I've decided to look at _____, the _____ biggest food superfood.'

C SPEAK Work in pairs. Compare each set of ideas.

1 quinoa vs white rice
2 broccoli vs ice cream
3 supermarkets vs health food shops
4 fast food vs superfoods
5 cooking vs eating out
6 eating alone vs eating in a large group

A: Quinoa is much tastier than white rice.
B: Yes, but it's a lot more expensive.

READING

A **SPEAK** Read the definition of *fad*. Then work in pairs and discuss the questions.

fad – definition and synonyms
NOUN (Pronunciation /fæd/)

1 something that is popular or fashionable for only a short time

- Can you think of any current food fads? Which foods are fashionable now?
- Are there any food fads connected with different ways of cooking? Or different ways of eating?
- Which older food fads have gone out of fashion?



B **READ FOR GIST** Read *Food fads* quickly. What is the writer's opinion about superfoods?

- They're just a fad – they aren't really very good for you.
- Expensive superfoods are much healthier than cheaper food.
- You don't need to spend a lot of money to buy some superfoods.
- Most superfoods are actually bad for your health.

Dedicated speaking development sections – allow students to practice speaking in pairs after each section. This ensures they feel confident to produce a longer speaking turn at the end of the lesson in front of a larger audience.

4

SPEAKING

A Read the tips about what makes a good animal picture. Do you agree? Add a tip of your own.

- It's important to show the animal in its natural habitat.
- It's important to be able to see the animal's face and eyes. It gives an idea of how the animal is feeling or what it's thinking.
- It's good to photograph the animal doing something. It's even better to catch it doing something unusual or maybe something funny.
- A good animal picture shows detail and colour that you don't normally see.
- A good picture is one where you see something new. You learn something about the animal.

B Look at the pictures (a–f) above and answer the questions.

- Which of the features in the tips above does each picture have?
- Choose the best animal picture in your opinion.
- Put the others in order of second favourite, third favourite.

C Work in groups. Compare your ideas. In your group, decide on the best animal picture.

Read and talk about wildlife photography

PRONUNCIATION

to /tə/

- Listen to the weak pronunciation of /tə/ in the sentences.
- It's easy to take a good picture.
- It's important to be patient.
- Are you ready to leave?

Listen again and repeat the sentences.

SPEAKING

A Read the tips about what makes a good animal picture. Do you agree? Add a tip of your own.

- It's important to show the animal in its natural habitat.
- It's important to be able to see the animal's face and eyes. It gives an idea of how the animal is feeling or what it's thinking.
- It's good to photograph the animal doing something. It's even better to catch it doing something unusual or maybe something funny.
- A good animal picture shows detail and colour that you don't normally see.
- A good picture is one where you see something new. You learn something about the animal.

B Look at the pictures (a–f) above and answer the questions.

- Which of the features in the tips above does each picture have?
- Choose the best animal picture in your opinion.
- Put the others in order of second favourite, third favourite.

C Work in groups. Compare your ideas. In your group, decide on the best animal picture.

Read and talk about wildlife photography

SPEAKING HUB

A You are going to do the Plastic Challenge. Read about the Plastic Challenge, which is organised by the Marine Conservation Society.

The Plastic Challenge asks people to stop using plastic items for as long as they can. This could be for a day, a week or a month. Our message is 'reduce, reuse, recycle'. We're challenging people to give up their single-use plastics, such as pre-packed sandwiches, ready meals, bottled drinks and so on. Do the Plastic Challenge and you'll never look at your shopping in the same way again!

B PLAN Spend a few minutes thinking about the following.

- Make a list of all the plastic you have used ...
 - today.
 - in the last week.
 - How much of this was single-use items?
- Imagine you are going to do the Plastic Challenge.
 - Which items would be easier to stop using and which would be more difficult?
 - What changes would you need to make in your daily life to do the challenge?
 - How long do you think you could do the challenge for?

C DISCUSS Work in groups.

- Compare and discuss your lists and your ideas about the Plastic Challenge.
- Decide on a plan for doing the Plastic Challenge. You must agree to do the same things.

SPEAKING HUB

A You are going to do the Plastic Challenge. Read about the Plastic Challenge, which is organised by the Marine Conservation Society.

The Plastic Challenge asks people to stop using plastic items for as long as they can. This could be for a day, a week or a month. Our message is 'reduce, reuse, recycle'. We're challenging people to give up their single-use plastics, such as pre-packed sandwiches, ready meals, bottled drinks and so on. Do the Plastic Challenge and you'll never look at your shopping in the same way again!

B PLAN Spend a few minutes thinking about the following.

- Make a list of all the plastic you have used ...
 - today.
 - in the last week.
 - How much of this was single-use items?
- Imagine you are going to do the Plastic Challenge.
 - Which items would be easier to stop using and which would be more difficult?
 - What changes would you need to make in your daily life to do the challenge?
 - How long do you think you could do the challenge for?

C DISCUSS Work in groups.

- Compare and discuss your lists and your ideas about the Plastic Challenge.
- Decide on a plan for doing the Plastic Challenge. You must agree to do the same things.

Read and talk about the causes and effects of plastic pollution

Unit openers enable to see CEFR learning objectives for each unit at a glance.

OBJECTIVES

- talk about eating out
- make speculations and deductions about food
- compare different types of food
- compare a range of solutions and choose the best one
- make suggestions
- write a reply in an online discussion forum



Each lesson starts with a CEFR unit objective that this particular lesson addresses.

7.1 Eating out

- Talk about eating out
- Make speculations and deductions about food

- P** diphthongs; word stress with modals of speculation and deduction
- G** modals of speculation and deduction
- V** phrasal verbs; adjectives to describe food
- S** hidden contrasts

Pronunciation

Grammar

Vocabulary

Skills

Students use grammar and vocabulary from the lesson to successfully complete a speaking activity linked with the unit objective.

VOCABULARY

Phrasal verbs

A Look at *Super supper clubs* again. Find sentences that have the same meaning as the ones below. Which words are used instead of the underlined words?

- 1 You can't just arrive without making an appointment when you're feeling hungry.
- 2 The modern idea of supper clubs really became popular in Cuba in the 1990s.
- 3 Most of them began their lives as simply a room in the chef's home.
- 4 They're quite cheap and easy to get ready to start.
- 5 Customers don't mind losing some choice.
- 6 Chef Gresham Fernandes experiments with ideas while he's cooking ... and even while he's putting the food on plates.

B WORK IT OUT Read the rules about phrasal verbs. Then complete the examples with phrasal verbs from Exercise A.

Phrasal verbs

- 1 Phrasal verbs are usually made of two parts: a verb (e.g. *work, try*) and a particle (e.g. *out, up*).
- 2 Sometimes it's possible to guess the meaning from the two words, but often you just need to learn the meaning of the whole phrasal verb:
 - You can't just ^a _____ at their house!
 - Always phone first to check it's OK.
- 3 Some phrasal verbs can have an object. When the object is short (e.g. a pronoun or one or two words), it usually comes in the middle:
 - I have lots of ideas and I like to ^b _____ them _____ while I'm cooking.
 But when the object is a longer phrase, it usually comes at the end:
 - I like to ^c _____ lots of new ideas while I'm cooking.

GRAMMAR

Modals of speculation and deduction

A WORK IT OUT Choose the correct meaning for the sentences from the conversation at the pot luck dinner party.

- 1 They **can't be** buffalo wings. Buffaloes don't have wings!
 - a Maybe they aren't buffalo wings.
 - b I'm sure they aren't buffalo wings.
- 2 They **could be** chicken or something like that.
 - a It's possible that they're chicken.
 - b It was possible that they were chicken.
- 3 You **must think** I'm so disorganised!
 - a I'm sure you think this.
 - b It's necessary for you to think this.
- 4 Well, they **might not be** chillies.
 - a It isn't possible that they're chillies.
 - b Perhaps they aren't chillies.
- 5 Er ... you **may have** a problem there.
 - a Maybe you have a problem.
 - b I'm sure you have a problem.

B Look again at the sentences in Exercise A. Complete the rules (1–4) with the words in the box.

Modals of speculation and deduction

- | | | | | | | |
|-------|-------|-----|---------|-------|-----------|------|
| can't | could | may | may not | might | might not | must |
|-------|-------|-----|---------|-------|-----------|------|
- 1 We use _____ when we are sure something is true.
 - 2 We use _____ or _____ when we think something is possibly true, but we are not sure.
 - 3 We use _____ or _____ when we think something possibly isn't true, but we are not sure.
 - 4 We use _____ when we are sure something is not true.

D SPEAK Complete the questions with the correct phrasal verb. Then work in pairs and ask and answer the questions.

- 1 Do you think supper clubs will take _____ in your country?
- 2 Do you ever try _____ new meals while you're cooking or do you always plan carefully before you start?
- 3 Have your cooking skills ever let you _____? What went wrong?

SPEAKING

A Work in pairs. You are going to plan your own supper club. Make notes about:

- name
- location
- type of food
- cost
- number of guests
- what makes your supper club unique

B PRESENT Work in groups. Take turns to present your supper club to the group.

C REFLECT Decide which supper club you would like to attend and why.

- Eye-catching magazine-style pictures **engage students with the unit topic** and offer an instant opportunity to express their feelings and opinions.
- Memorable quotations usually involve some kind of **powerful insight** put into convincing phrasing.
- **Well-structured concise messages** that use strong imagery and metaphors can make a simple idea compelling.

That's why the quotations and sayings selected for the Language Hub series are meant to **inspire students** and make them resonate with these ideas. It's a great opportunity for students to voice their reactions.



Communication-centred activities provide students with the necessary language to bridge the gap between the classroom and the real world. The **Communication Hub** sections offer additional speaking practice exercises for pair and group work.

FUNCTIONAL LANGUAGE
Tell a story

A Look at the underlined words in Comprehension Exercises C and D. Complete the box with one of the words.

PRONUNCIATION
Showing interest

A Listen and write how the responses sound in the correct place.

B Listen again and repeat the responses.

C SPEAK Work in pairs. Practice saying the responses. Listen to your partner and say whether he/she sounds very interested or not very interested.

SPEAKING

A Work in pairs. You are going to tell your partner a story. Choose one of the topics or use your own idea. Include:

FUNCTIONAL LANGUAGE
Tell a story

A Look at the underlined words in Comprehension Exercises C and D. Complete the box with one of the words.

Tell a story and listen to a story

Give background information

It was ¹ /windy/raining.
The sun was shining and it was hot.

Use linking phrases

Beginning: At first ... / To start with ... / It all ² ...
Middle: Then ... / After ³ ... / So ⁴ ...
End: In the ⁵ ...

Say how you felt

I was excited/surprised/worried/relieved/frightened/
⁶ ...

Keep the story going

Go on. / So, ⁷ ... us. (Then) What happened?

Respond to dramatic events

You ⁸ /lucky thing.
How ⁹ /frightening/funny.
That's terrible/awful/funny.

B SPEAK Work in pairs. You are going to practise responding to events.

- Look at the responses in the box. Choose three responses you want your partner to give. Circle them.

How awful/frightening/funny. That's terrible/awful/funny.
You poor/lucky thing.

- Write down three things you could tell your partner to get him/her to give those responses.
- Tell your partner your ideas. How does he/she respond?

Student A wants Student B to say 'You lucky thing':

A: I found £5 in the street this morning.
B: You lucky thing!

VOCABULARY

A WORK IT OUT Look at the sentences from the interview between Mona and Juan and from Use it or lose it? Then use the correct form of the underlined words to complete the definitions (1-5).

They used really strange words and phrases - lots of idioms that I've never heard before.

Plus, the people had very strong accents, so I couldn't understand very much at all.

By the end of the year I spoke Spanish fluently (but not very accurately).

It turns out that multilingual people are much better at activities like this than other people.

1 If you're bilingual, you only speak one language.
If you're trilingual, you speak two languages.
2 Idioms are a group of three or more words that go together as a unit (eg. heavy old doors).
It sometimes shows which part of a country you are from.
A dialect has its own meaning (eg. like it or love it) it's often hard to work out the meaning just by looking at the words.
3 If you speak fluently, you don't pause to think in the middle of sentences. If you speak fluently, you don't make mistakes.
4 Go to the Vocabulary Hub on page 142.

SPEAKING HUB

A Work in groups. You are going to give a short presentation about learning and using languages. Choose a topic from the list or use your own idea. You can talk about English, your own language or both.

- accents
- standard and non-standard varieties
- advice on fluency and accuracy
- advice on how to practise
- how the language is changing
- why it's good to be bilingual

B PLAN Write three or four rhetorical questions about your topic. Then plan how you can answer those questions in a presentation. Make notes but do not write the answers down.

C PRESENT Give your presentation to the class. While you are listening to the other presentations, listen carefully and be ready to ask questions.

D REFLECT Work in groups and discuss the questions.

- What did you learn from the presentations? What surprised you?
- Will you use rhetorical questions again in your presentations or writing?

SPEAKING HUB

A Work in groups. You are going to give a short presentation about learning and using languages. Choose a topic from the list or use your own idea. You can talk about English, your own language or both.

- accents
- standard and non-standard varieties
- advice on fluency and accuracy
- advice on how to practise
- how the language is changing
- why it's good to be bilingual

B PLAN Write three or four rhetorical questions about your topic. Then plan how you can answer those questions in a presentation. Make notes but do not write the answers down.

C PRESENT Give your presentation to the class. While you are listening to the other presentations, listen carefully and be ready to ask questions.

D REFLECT Work in groups and discuss the questions.

- What did you learn from the presentations? What surprised you?
- Will you use rhetorical questions again in your presentations or writing?

Plan and conduct an interview

Use rhetorical questions in a presentation

Communication Hub

3.1 Students A and B

SPEAK Work in pairs. Put the pictures in the correct order and use them to tell the two stories.

1.2 Student A

A SPEAK Work in pairs. Ask and answer questions to complete the information about the percentage of people with English as a first language in different countries around the world.

Percentage of people with English as a first language

Country	Percentage
UK	93 per cent
New Zealand	92 per cent
USA	79 per cent
Singapore	37 per cent
Jamaica	per cent
South Africa	9.3 per cent
Sierra Leone	per cent
Pakistan	8 per cent

Where do 93 per cent of people speak English as a first language?
How many people in New Zealand speak English as a first language?

B SPEAK Work in pairs. Are you surprised by any of the information?

1.2 Student A

A SPEAK Work in pairs. Ask and answer questions to complete the information about the percentage of people with English as a first language in different countries around the world.

Percentage of people with English as a first language

Country	Percentage
UK	93 per cent
New Zealand	92 per cent
USA	79 per cent
Singapore	37 per cent
Jamaica	per cent
South Africa	9.3 per cent
Sierra Leone	per cent
Pakistan	8 per cent

Where do 93 per cent of people speak English as a first language?
How many people in New Zealand speak English as a first language?

B SPEAK Work in pairs. Are you surprised by any of the information?

Grammar sections with “heads down” exercises have been moved to the back of the book – teachers can decide whether these should be done in the classroom, if more practice is needed, or as homework, in order to free class time for communication practice.

Grammar Hub

7.1 Modals of speculation and deduction

- We use *could*, *might* or *may* when we think something is possible, but we are not sure.
This dish is very hot – it could contain a lot of chillies.
Carla might be allergic to nuts – don't add any walnuts.
Paul may want sugar in his coffee.
- In the negative, we use *might not* and *may not* but *NOT could not*.
This restaurant may/might not be very good.
NOT: This restaurant could not be very good.

- We use *must* when we are sure something is true because we have strong evidence for our belief.
This cake is burnt – it must taste horrible!
- We use *can't* when we are sure something is not true because we have strong evidence for our belief.
These biscuits are white – they can't be chocolate biscuits.
- We don't use *must* and *can't* for facts we are 100% sure about.

7.2 Comparatives and superlatives; the ..., the ...

Comparatives and superlatives

	Comparative	Superlative
Short adjectives (one syllable)	adj + er (+ than) cheap → cheaper	the + adj + est cheap → the cheapest
Longer adjectives	more + adj (+ than) popular → more popular	the most + adj popular → the most popular
Irregular adjectives	good → better (+ than) bad → worse (+ than)	good → the best bad → the worst
Adverbs	more + adv (+ than) quickly → more quickly	the most + adv quickly → the most quickly
Irregular adverbs	badly → worse far → further/further fast → faster hard → harder well → better	badly → the worst far → the furthest / the furthest fast → the fastest hard → the hardest well → the best
Countable nouns	many nutrients → more nutrients few nutrients → fewer nutrients	many nutrients → the most nutrients few nutrients → the fewest nutrients
Uncountable nouns	much protein → more protein little fibre → less fibre	much protein → the most protein little fibre → the least fibre

- We use comparative adjectives and adverbs to say how two or more things or actions are different.
- We use superlative adjectives and adverbs to say that something is the top or bottom of a group.
- For adjectives ending in -er or -y the rules differ a little.
Your meal is larger than mine, but Harry's is the largest.
Carrot soup is tastier than pea soup, but chicken soup is the tastiest of all.
- For adjectives which end with one vowel and one consonant, we double the final consonant before adding -er or -est.
These melons are bigger than these ones.

- To make negative comparatives and superlatives, we use *less* instead of *more* and the *least* instead of the *most*.
- We never use *more* or the *most* together with *er* or *est*.
I think juice is healthier than coffee. NOT *I think juice is more healthier than coffee.*
- We only use *than* when it is followed by the thing we are comparing.
This dish is good but this one is better. NOT *This dish is good but this one is better than.*

the ..., the ...

- the* + comparative adjective + noun, *the* + comparative adjective + noun
- the* + comparative adjective + clause, *the* + comparative adjective + clause
- the* + comparative adverb + clause, *the* + comparative adverb + clause
- the* + more/less + noun + clause, *the* + more/less + noun + clause
- the* + more/less + clause, *the* + more/less + clause

- The **fewer** the ingredients, **the better** the dish.
- The **more** **tasty** it is, **the more satisfied** they will be.
- The **faster** it boils, **the more quickly** it will be ready.
- The **more** recipes you learn, **the more food** you can cook.
- The **more** **practised**, **the less** **needed** a cookbook.
- We use *the ... the* to show that two changes are closely connected. As one thing changes, the other thing changes too.
- Sometimes we use the very simplest form of this structure, using comparative adjectives only, and no verbs.
The more, the merrier.

C Correct the mistakes in each sentence.

- The peas will cook more fast than the potatoes.
- I think the most sourest taste of any food is vinegar.
- Salad is the least filling than pasta.
- First prize in the competition will go to the person who cooks the more creatively.
- I put very little sugar in Jim's coffee, but he wanted even more little!
- Chia seeds have much protein than some foods, but quinoa has the most.

7.1 Modals of speculation and deduction

A Decide if the statements are true or false.

- 'Katy may serve that salad for dessert tonight'.
Dessert will definitely be fruit salad. **True / False**
- 'I've been invited to three pot-luck dinners. They must be popular'.
Pot-luck dinners are popular. **True / False**
- 'This can't be tomato soup – it isn't red!'
It almost certainly isn't tomato soup. **True / False**
- 'Bitter chocolate could be nice in a cake'.
The speaker really doesn't like bitter chocolate. **True / False**
- 'If you left the milk out all night, it could be sour'.
It's possible that the milk is sour. **True / False**

B Choose the correct option.

- A: 'Are you going to order soup?'
B: 'No, I'm very hungry and it **mustn't** / **might** not be very filling'.
- A: 'Lara said she wants chicken'.
B: 'But she doesn't eat meat. She **can't** / **mustn't** want chicken'.
- A: 'What's camp?'
B: 'I don't know really. It **could** / **can** be some kind of fish'.
- A: 'Dinner is at seven tonight'.
B: 'I **could** / **may** not get there in time as I have to work late'.
- A: 'Look at that man! He's ordered three pizzas!'
B: 'He **can** / **must** really like pizza'.
- A: 'I've ordered sushi for lunch'.
B: 'Hector **might** / **could** not eat that but we'll see'.

➤ Go back to page 77.

7.2 Comparatives and superlatives; the ..., the ...

A Complete the sentences with the correct form of the adjectives and adverbs in brackets.

- The _____ (fast) the pizza delivery man can get here is 15 minutes.
- You can buy cheese _____ (cheaply) in the street market than in the shops.
- The food in the airport was bad, but the meal on the plane was _____ (bad).
- I made the soup with _____ (few) ingredients than it says in the recipe.
- The _____ (good) way to serve this dessert is with a little cream.
- I would prefer to try a _____ (mild) curry than the one you're eating.

B Complete the sentences with the words and phrases in the box.

- less meat more often more quickly the better
the more money the sweeter you disagree
- The _____ you eat, the healthier it is for your heart.
 - The more sugar you add, _____ the sauce will be.
 - The _____ you eat your salad, the sooner you'll have dessert!
 - The more _____ with me, the less likely I am to change my mind!
 - The _____ you reheated food, the more unsafe it becomes.
 - The less food we throw away, _____ we'll save.

C Correct the mistakes in each sentence.

- The peas will cook more fast than the potatoes.
- I think the most sourest taste of any food is vinegar.
- Salad is the least filling than pasta.
- First prize in the competition will go to the person who cooks the more creatively.
- I put very little sugar in Jim's coffee, but he wanted even more little!
- Chia seeds have much protein than some foods, but quinoa has the most.

D Write one word in each gap to complete the sentence.

- Is fast food _____ popular than home cooking in your country?
- My old mixer worked quite well, but this one was much _____.
- Water is the _____ fattening drink you have because it has zero calories!
- Raw food is generally healthier _____ cooked food.
- All these curries are spicy, but this one is the hottest _____.
- The older the wine is, _____ better it is.
- The salad plates are quite large, but the dinner plates are _____.
- Mmm! This is _____ most delicious I've ever had!

➤ Go back to page 80.

7.1 Phrasal verbs

Work in pairs. Match the underlined phrasal verbs (1–9) with the definitions (a–i).

- I can't work out what ingredients you've used here. What are they?
- A: 'Maybe I'll start studying for my exams next week...' B: 'Don't put it off! Start today!'.
- We've eaten out every night this week. Let's stay in this evening and cook some food at home.
- 'Sorry to lag you down, but I can't come to your party.'
- I asked everybody to be quiet for a few minutes, but most people just carried on talking.
- Can you turn the oven down to 150°C in ten minutes? If you leave it at 220°C for too long, the food will burn.
- I don't mind cooking, but can you clear up afterwards?
- Can you put your phone away, please! It's really rude to check your messages while we're eating dinner!
- Great job! Keep up the good work!

- continue without stopping
- take something that's in the wrong place and put it in the right place
- continue at the same high level
- make everything clean and tidy again after making a mess
- not go out
- find the answer by thinking carefully
- decide to do something later, not now
- make something lower/colder/quieter
- make somebody feel sad because you don't do something that you promised to do

➤ Go back to page 75.

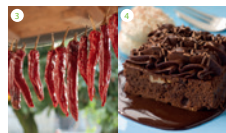
7.1 Adjectives to describe food

A Complete the sentences with the adjectives in the box.

- delicious disgusting filling mild savoury sour
- Our bakery sells a mix of sweet products, like cakes and fruit pies, and _____ products, like bread and meat pies.
 - Do you prefer savoury or _____ flavours?
 - Mmm ... I love this meal. It's absolutely _____.
 - I love _____ food like lemons, grapefruit and pickled cabbage.
 - Ugh! How long has this milk been in the fridge? Two weeks? It tastes _____.
 - This meal is lovely, but it's very _____ – I feel completely full already.

B Label the pictures with the adjectives in the box.

bitter raw rich spicy



➤ Go back to page 76.

8.2 Positive adjectives

Choose the best adjectives to complete the sentences.

- A: 'My dog pressed six buttons in the right order!' B: 'That's so **unique** / **impressive**!'.
- I just want an umbrella that's **incredible** / **practical** – if it keeps me dry, I'm happy.
- I read a **fascinating** / **gorgeous** article about the dangers of technology.
- The party was **sensible** / **unforgettable** – I'll remember it for the rest of my life.
- It's **unique** / **incredible** that people waste so much money on stupid gadgets!
- It looks like a normal umbrella, but it contains very **sophisticated** / **gorgeous** electronics.
- The CleverPet is **sophisticated** / **suitable** for small pets, like cats and dogs, but not large animals, like horses.
- A: 'I lost my Ombrella. I forgot to take my phone with me. B: 'Well, that wasn't very **sensible** / **unique**, was it?'.

➤ Go back to page 90.

Topic-related vocabulary presented in each unit is continued in the Vocabulary Hub pages at the back of the coursebook. Again, this allows teachers to decide how they want to use the material and classroom time, depending on their students' needs.

8.2 Positive adjectives

Choose the best adjectives to complete the sentences.

- A: My dog pressed six buttons in the right order! B: That's so **unique** / **impressive**!
- I just want an umbrella that's **incredible** / **practical** – if it keeps me dry, I'm happy.
- I read a **fascinating** / **gorgeous** article about the dangers of technology.
- The party was **sensible** / **unforgettable** – I'll remember it for the rest of my life.
- It's **unique** / **incredible** that people waste so much money on stupid gadgets!
- It looks like a normal umbrella, but it contains very **sophisticated** / **gorgeous** electronics.
- The CleverPet is **sophisticated** / **suitable** for small pets, like cats and dogs, but not large animals, like horses.
- A: 'I lost my Ombrella. I forgot to take my phone with me. B: 'Well, that wasn't very **sensible** / **unique**, was it?'.

➤ Go back to page 90.

An individual writing page for each unit teaches a different writing skill and genre. Students can view and analyse samples before they start writing their own texts. Teachers can easily **build writing skills into their lessons** if they find their students need to develop this skill.

WRITING

A PREPARE You are going to write a report about current trends in communication. What trends do you notice? You can use the ideas in Exercise A or your own ideas.

B PLAN Choose two or three points to include in your report. These will be your main paragraphs.

C WRITE Write your report (150–200 words). Remember:

- to start with an introduction.
- when you present numbers, show what they mean and how they're connected together.
- to use formal language.
- to end with a conclusion.

D REVIEW Work in groups. Share your reports. Who found the most interesting information? Were you surprised by any of the trends he/she found?

1 Writing

Write a report about trends

using formal language in reports

A Work in groups of three. Discuss the questions and complete the table. Partner 1 and Partner 2 columns in the table.

- How much time do you spend doing each activity in the table each week?
- Are you spending more (↑), less (↓) or the same (→) time on each activity at the moment, compared to last year?

	Me	Partner 1	Partner 2	Average
	hours	hours	hours	hours
checking social media				
sending instant messages				
studying online				

B Now work out the average number of hours spent doing each activity. Are people spending more or less time on each activity compared to last year? Complete the Average column of the table in Exercise A.

C Read the Report about online trends and answer the questions.

- What trends did the writer find? Did you find the same trends?
- What was different?
- What is the writer's main prediction for the future?

D Look at the introduction to the Report about online trends. Match the sentences (1–4) with the descriptions (a–d).

- Explain where you got your information, e.g. Who did you ask?
- Ask a rhetorical question to make the reader think about the topic.
- Present your reason for writing the report: what does the report do?
- Start by introducing the general topic of your report.

E Look at the box and complete the tips about using formal language in reports. Then find examples of each tip in the report.

Using formal language in reports

We use / don't use connectors (e.g. there's, isn't).

In general, most sentences are quite long / short.

Most sentences have a human subject, e.g. I. Two people / a non-human subject, e.g. it. This trend.

F Match the formal phrases (1–7), which are underlined in the Report about online trends, with the less formal phrases (a–g).

- This report examines ...
- various
- One possible reason is that ...
- approximately
- It seems that ... / There certainly seems to be ...
- especially
- However, ...

- but
- more or less
- Maybe this is because ...
- I think ...
- a few different
- very

WRITING

A PREPARE You are going to write a report about current trends in communication. What trends do you notice? You can use the ideas in Exercise A or your own ideas.

B PLAN Choose two or three points to include in your report. These will be your main paragraphs.

C WRITE Write your report (150–200 words). Remember:

- to start with an introduction.
- when you present numbers, show what they mean and how they're connected together.
- to use formal language.
- to end with a conclusion.

D REVIEW Work in groups. Share your reports. Who found the most interesting information? Were you surprised by any of the trends he/she found?

Report about online trends

"These days, online communication is more and more important in our daily lives. That we are actually spending more time online?" This report examines the number of hours that people spend on various online activities and explores some recent trends. I interviewed eight members of my English class about their online habits.

How much time do you spend checking social media?
The average number of hours in my group is just over one hour per day. This is surprising, as I expected the total to be higher. One possible reason is that several popular social media sites are showing more adverts these days.

How much time do you spend sending instant messages?
The average number of hours here is approximately 1.5 hours per day. Almost everybody said that this number is increasing for them. It seems that many people are using instant messaging services for conversations that they had on social media before.

How much time do you spend studying online?
The average number of hours here was 4.3 per week. Two people in my group never study online, and this trend is not changing. Two people study online a lot: 12 and 15 hours a week. This trend is also not changing, as these people both study on long-term courses. However, the other three people's answers were especially interesting: they all spend less than three hours a week studying, but this is increasing very fast, from zero last year. They all use language learning apps to study for pleasure.

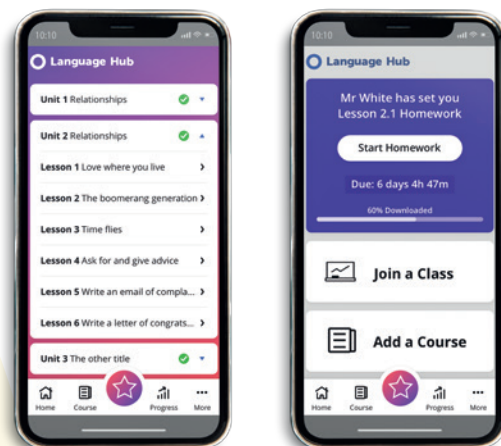
Conclusion
These findings seem to be a trend away from social media and towards messaging apps. However, the main trend I noticed is the increase in online studying, especially the use of language apps. I expect this trend to continue into the future.

WRITING



Additional **authentic video** material from *The Guardian* with accompanying worksheets (available via Teacher's App) allow teachers to supplement core coursebook material, depending on student interests.

The **Student's App** allows students to choose either a practice mode or a more difficult challenge mode competing against the clock. Another option includes longer activities that provide **online workbook-style practice**. These options cater to the various abilities and needs of the students.



Each skill section uses a number of carefully planned activities leading students through the **staged process of developing their ability**. Students learn a range of different ways to process large quantities of text or script. By the end of each level they will have been exposed to **20 different skills for reading or listening**. This structure enables students to achieve success while being challenged.

1

A SPEAK Work in pairs and discuss the questions.

- 1 What do you use your mobile phone for?
- 2 How did people do those things before they had mobile phones? What problems did they have?

3



G LISTEN FOR DETAIL Listen again. Choose the correct answers, a, b or c.

- 1 When is the last day of the experiment?
 - a Tuesday
 - b Thursday
 - c Sunday
- 2 Why does Olivia decide to stop waiting outside on Tuesday?
 - a She doesn't want to get wet.
 - b She thinks Jackson isn't coming.
 - c She knows the university closes at four o'clock.
- 3 How does Sebastian know Jackson and Olivia?
 - a They study together at university.
 - b Olivia met Sebastian outside the cake shop.
 - c Sebastian has seen them before in pictures and videos.
- 4 Why is Olivia enjoying the concert more than usual on Thursday?
 - a She isn't recording it on her phone.
 - b The audience isn't having as much fun.
 - c Jackson isn't there with her.
- 5 On Thursday, why is Olivia surprised at the end of the podcast?
 - a The university buildings are amazing.
 - b Jackson doesn't usually talk so much.
 - c She can't believe Jackson forgot his camera.

2

B PREDICT Work in pairs. You are going to listen to *A week without phones!* Look at the pictures and discuss the questions. Use the strategies in the box to help you.

Listening to check predictions

Before you listen to something in English, it's always a good idea to predict what you will hear. If there's a title and pictures, you can try to predict the connection between them. Then you can listen to check your predictions.

- 1 Who are the people in picture a? What are they doing?
- 2 What is the device in picture b?
- 3 What does the title mean? What's the connection with the people and the device?

4

H SPEAK Work in groups and discuss the questions.

- 1 What problems did Olivia and Jackson have during the experiment?
- 2 What good things happened as a result?
- 3 Do you think Olivia and Jackson's experiment was a good idea?
- 4 Would you like to try a similar experiment? Why/Why not?

Skill sections seamlessly **integrate speaking** with both listening and reading.

Individual sections dedicated to improving speaking skills also follow the step-by-step process – students give longer speaking turns to practice planning and developing ideas. Each such activity utilizes the skills that they have learnt in the unit.

SPEAKING

A Work in pairs. You are going to interview another student about their experiences of using English and communicating with English speakers. Write five questions. Use the prompts to help you. You can also use your own ideas.

- often communicate / English speakers?
- using English in the classroom / in real life?
- for work / while travelling?
- problems: speaking/understanding?
- Standard/non-standard English?
- advice for others?

B Work in new pairs. Use your questions to interview your partner. Listen carefully and ask follow-up questions.

Follow-up questions

Really? Why?
What happened? What went wrong?
Can you give me an example?

C Work in groups and discuss the questions.

- 1 What was the most interesting thing you learnt from your interview?
- 2 What advice can you give to other people about using English in real life?

SPEAKING HUB

A Work in groups. You are going to give a short presentation about learning and using languages. Choose a topic from the list or use your own ideas. You can talk about English, your own language or both.

- accents
- standard and non-standard varieties
- advice on fluency and accuracy
- advice on how to practise
- how the language is changing
- why it's good to be bilingual

B PLAN Write three or four rhetorical questions about your topic. Then plan how you can answer those questions in a presentation. Make notes but do not write the answers down.

C PRESENT Give your presentation to the class. While you are listening to the other presentations, listen carefully and be ready to ask questions.

D REFLECT Work in groups and discuss the questions.

- 1 What did you learn from the presentations? What surprised you?
- 2 Will you use rhetorical questions again in your presentations or writing?

1

COMMUNICATION

Magazine-style unit opener with striking images to create interest in the topic.

Quotations and sayings are sure to spark discussions among students.

Wise men speak because they have something to say; fools because they have to say something.

Plato

A young woman enjoys her walk outdoors.

OBJECTIVES

- update your status on social media
- make a short podcast
- plan and conduct an interview
- use rhetorical questions in a presentation
- ask for, offer and respond to help
- write a report about trends

Work with a partner. Discuss the questions.

- 1 How does 21st century technology make it easier or harder to communicate with other people?
- 2 Read the quote. To what extent do you agree with Plato?
- 3 Which forms of communication do you use most often: face-to-face or electronic; written or spoken communication? Which do you prefer and why?

COMMUNICATION 1

Learning objectives are clearly outlined so learners always know the aims of the unit.

Unit opener questions are designed to stimulate interest in the topic and activate the lesson plan.

In addition to teaching new skills, every main lesson has Grammar, Vocabulary and Pronunciation exercises.

Communication today

Update your status on social media

Make a short podcast

G present simple and present continuous

V seeing and hearing

P schwa /ə/

S listening to check predictions

READING

A SPEAK Work in groups and discuss the questions.

- 1 Do you ever use social media sites? Which ones?
- 2 What sort of information do people usually post on social media?

B PREDICT Match the pictures (1–3) with the social media status updates (a–c). How do you think the people in the pictures are feeling? What can you guess about their lives?

- a On my way to the top! Looking forward to an amazing view!
- b Can't believe we're on holiday again! We're having a wonderful time!
- c Our lovely new kitchen! Looks good, doesn't it?

C READ FOR GIST Read the social media posts quickly to check your predictions from Exercise B. Make notes about the true stories behind the pictures.

D READ FOR DETAIL Read again and answer the questions.

- 1 How do Katia and Elisa know each other?
- 2 Why was Katia confused?
- 3 When did Katia go to the top of the mountain?
- 4 How does Katia feel about her new kitchen?
- 5 How does Katia feel about her 'boring' life?
- 6 Why doesn't Elisa post pictures when she isn't on holiday?

My perfect online life



@Katia ... is feeling confused
6 hours ago

Had a very strange experience today. I met my old school friend @Elisa for the first time in eight years. 'You're so lucky!' she said. 'You have such a perfect life! I'm so jealous!'

A perfect life? Me? I have a very normal life: I get up early every day, take the bus to work, watch TV ... and that's all. In fact, Elisa seems to have a perfect life: her pictures always show her wonderful family relaxing in the sunshine on a beautiful beach.

But now I'm writing this post, I think I understand what happened: on social media, our lives look perfect, but the reality is very different.

For example, last week I posted a selfie from the top of a mountain. In the picture, you can see I'm smiling. But in fact, I felt absolutely exhausted and just wanted to go home as quickly as possible! But you can't see that in the picture!

And did you see the picture of our new kitchen a few weeks ago? Well, yes, it's lovely, but I didn't mention that it took six months to finish. Six months without a kitchen! And it cost us twice as much as we expected, so now we're getting worried about money. But no one ever talks about money problems on social media, do they?

I'm not complaining, though. I'm very happy with my life! I love being normal ... and I don't mind that my life is becoming a bit boring! In fact, I'm thinking of staying at home this evening – just me, my husband and a takeaway pizza! Perfect!



Reply from @Elisa
4 hours ago

Hey, @Katia! Great to see you this morning. I know what you mean about our 'perfect lives'. I guess I need to explain about all those beach pictures. You see, I work really hard all year, and the only time I use social media is when I'm on holiday. That's why I'm sitting on the beach in all my pictures! It usually rains for most of the week we're on holiday, but of course we only take pictures when the sun's shining!

Glossary

jealous (adj) unhappy because someone has something that you would like or can do something that you would like to do



Glossary boxes help students access any above-level vocabulary from the text.

Students are encouraged to work out grammar rules for themselves to aid understanding.

1.1

E SPEAK Work in pairs and discuss the questions.

- 1 Does your life look perfect on social media? What about your friends' lives?
- 2 Do you ever feel jealous when you see other people's status updates?

GRAMMAR

Present simple and present continuous

A Look at the underlined verbs in the social media posts. Which verbs are in the present simple? Which are in the present continuous?

B WORK IT OUT Match the sentences (a–f) with the rules (2–5).

- a In the picture, you can see I'm smiling.
- b I know what you mean about our 'perfect lives'.
- c But now I'm writing this post, ...
- d You have such a perfect life!
- e I get up early every day.
- f So now we're getting worried about money.

Present simple and present continuous

- 1 Dynamic verbs (*talk, go*) usually describe actions.
- 2 We use the present simple with dynamic verbs to talk about actions that always, usually or never happen.
- 3 We use the present continuous with dynamic verbs:
 - a to talk about actions that are in progress at the moment of speaking or writing.
 - b to describe actions in a picture, video, etc.
 - c to describe trends (e.g. something is happening more and more these days).
- 4 Stative verbs (*want, seem*) often describe feelings and ideas. We use the present simple with stative verbs.
- 5 A few verbs (*have, look, speak, think*) have two or more meanings. They are sometimes dynamic verbs and sometimes stative verbs.

C Find at least one more example of each rule (2–5) in the posts.

D Go to the **Grammar Hub** on page 122.

E Are the verbs stative verbs (S) or dynamic verbs (D)?

- | | |
|----------------------|----------------------|
| 1 contain <u>S</u> | 7 include <u> </u> |
| 2 cost <u> </u> | 8 mean <u> </u> |
| 3 depend <u> </u> | 9 own <u> </u> |
| 4 deserve <u> </u> | 10 relax <u> </u> |
| 5 enjoy <u> </u> | 11 seem <u> </u> |
| 6 happen <u> </u> | 12 shine <u> </u> |

F SPEAK Work in groups and discuss the questions.

- 1 Why are you studying English? Why do you need English?
- 2 How is this week different from your normal weekly routine? What are you doing differently this week? What do you normally do?
- 3 What are people doing more and more these days? What are some trends in your own life?

SPEAKING

All lessons end with a speaking task.

A Work in groups. If you have some pictures on your phone, choose two or three to discuss with your group. If you do not, think about some of your favourite pictures of you and your friends or family.

B Tell your group:

- What's happening in the pictures?
- Does your life seem perfect or exciting in the pictures? What's the real story behind the pictures?
- Do you have any pictures of you doing normal things, e.g. watching TV? Why/Why not?

C Write a short social media status update for one or two of your pictures. Decide whether to make your life seem perfect or normal.

Writing a status

We often leave out the subject and *be* from the beginning of status updates when it's easy for the reader to guess the missing words.

- (*It*) Looks good, doesn't it?
- (*I*) Had a very strange experience today.
- (*It was*) Great to see you this morning.

D Read some of your classmates' social media status updates. Do their lives look perfect or normal?



COMMUNICATION 3

There are Grammar Hub pages at the back of the book for easy reference that provide learners with clear grammar presentations.

Clear rubric headers point out the kind of skill involved in the listening or reading activity.

1.1

a



LISTENING

A SPEAK Work in pairs and discuss the questions.

- 1 What do you use your mobile phone for?
- 2 How did people do those things before they had mobile phones? What problems did they have?

B PREDICT Work in pairs. You are going to listen to *A week without phones!* Look at the pictures and discuss the questions. Use the strategies in the box to help you.

Listening to check predictions

Before you listen to something in English, it's always a good idea to predict what you will hear.

If there's a title and pictures, you can try to predict the connection between them. Then you can listen to check your predictions.

- 1 Who are the people in picture a? What are they doing?
- 2 What is the device in picture b?
- 3 What does the title mean? What's the connection with the people and the device?

C LISTEN FOR GIST Listen to Part 1 of the podcast and check your answers to Exercise B.

D PREDICT Work in pairs and discuss the questions. Then listen to Part 2 and check your answers.

- 1 What went wrong when Olivia and Jackson tried to meet up on Monday?
- 2 How did they solve the problem?

E PREDICT Work in pairs and discuss what you think Olivia and Jackson did differently on Tuesday when they met. Then listen to Part 3 and check your answer.

F PREDICT Work in pairs and discuss the questions. Then listen to Part 4 and check your answers.

- 1 Do you think Olivia and Jackson are enjoying the experiment?
- 2 What do you think they're doing more or less of than usual?

G LISTEN FOR DETAIL Listen again. Choose the correct answers, a, b or c.

- 1 When is the last day of the experiment?
 - a Tuesday
 - b Thursday
 - c Sunday
- 2 Why does Olivia decide to stop waiting outside on Monday?
 - a She doesn't want to get wet.
 - b She thinks Jackson isn't coming.
 - c She knows the university closes at four o'clock.
- 3 How does Sebastian know Jackson and Olivia?
 - a They study together at university.
 - b Olivia met Sebastian outside the cake shop.
 - c Sebastian has seen them before in pictures and videos.
- 4 Why is Olivia enjoying the concert more than usual on Tuesday?
 - a She isn't recording it on her phone.
 - b The audience isn't having as much fun.
 - c Jackson isn't there with her.
- 5 On Thursday, why is Olivia surprised at the end of the podcast?
 - a The university buildings are amazing.
 - b Jackson doesn't usually talk so much.
 - c She can't believe Jackson forgot his camera.

H SPEAK Work in groups and discuss the questions.

- 1 What problems did Olivia and Jackson have during the experiment?
- 2 What good things happened as a result?
- 3 Do you think Olivia and Jackson's experiment was a good idea?
- 4 Would you like to try a similar experiment? Why/Why not?



Each lesson includes vocabulary practice and students are encouraged to use the Vocabulary Hub pages at the back of the book.

There are regular opportunities for pronunciation practice to prepare for speaking.

VOCABULARY










Seeing and hearing

1.6 **A** Choose the correct verbs to complete the sentences from *A week without phones!* Then listen again and check your answers.

- In this week's podcast, we're *looking at / seeing / watching* phones.
- It *looks / sees / watches* like he isn't coming, and I'm not sure what to do.
- I'm *looking / seeing / watching* for Olivia, but I can't *look at / see / watch* her.
- I *hear / listen to / sound* your podcast every week, and I *look at / see / watch* all your videos.
- Yeah, that *hears / listens / sounds* like a great idea. Thanks a lot.
- Maybe you can *hear / listen to / sound* the music in the background.
- He plays the guitar in the band, and he *hears / listens / sounds* really good.
- It doesn't *look / see / watch* great, but it's good for telling the time!

B WORK IT OUT Complete the rules with the correct form of *hear, listen, look, see, sound* or *watch*.

hear, listen, look, see, sound and watch

- When you  see or  something, it just happens, not because you're trying to do it.
- When you  at or  to something, you do it because you decide to do it.
- When you  something, you look at it for a period of time, perhaps because it's moving.
- When something  good or  good, it probably is good, but you aren't sure.
- When it  like or  like something is happening, it probably is happening, but you aren't sure.

C Go to the **Vocabulary Hub** on page 142.

D Complete the questions with the verbs in the box. There are two extra verbs.

notice observe recognise spot stare

- Do you ever sit in a café and _____ the people through the window? Why do people enjoy doing this?
- Are you good at remembering people's faces? Do you always _____ people when you meet them the second time?
- When you're travelling around (e.g. by bus), do you usually _____ the buildings around you?

E SPEAK Work in groups. Ask and answer the questions in Exercise D.

PRONUNCIATION

Schwa /ə/

Schwa /ə/

Schwa is the most common sound in English. We use it for most unstressed vowel sounds, especially in words like *a, the, of, to, and* and *but*.

1.7 **A** Listen to the sentences from *A week without phones!* Underline all schwas. The numbers in brackets tell you how many schwas to find. The first one has been done for you.

- We're not looking at our phones for a whole week! (3)
- We arranged to meet here, outside the university, at four o'clock. (5)
- It's Monday afternoon and I'm late meeting Olivia. (3)
- I'll buy you a cake to say thank you, and you can tell us what you think of our podcasts. (6)
- Yes, I'm wearing a watch today – an old one from when I was a teenager. (7)

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

SPEAKING HUB

A Work in groups. You are going to make a short podcast about an experiment. Choose one of the ideas in the box or use your own ideas.

a week of doing something completely new every day
a week speaking only English
a week without complaining
a week without the internet/TV, etc
a week without spending any money
a week of helping as many people as possible

B PLAN Plan a short podcast (about two minutes). Imagine you are in the middle of your experiment. Make notes on:

- what you can see and hear during your podcast.
- what's going well and/or badly with your experiment.
- what you're doing more or less as a result of your experiment.

C SPEAK Record your podcast and present it to the class.

D SHARE After listening to the podcasts, discuss the questions.

- Which group's experiment worked well?
- Which podcast did you enjoy most?

E REFLECT Work in new groups and discuss the questions.

- Will you try any of the experiments in real life? Why/Why not?
- Would you like to make a real podcast? What would your podcast be about? Do you think other people would want to listen to it?

- Update your status on social media
- Make a short podcast

The Speaking Hub activity at the end of the lesson provides an opportunity for more detailed and structured speaking practice.

1.2 Who owns English?

G— subject and object questions

P— pronouncing questions

V— languages

S— rhetorical questions

TOP 10

ENGLISH SPEAKING COUNTRIES



1. USA 251,388,301
95.81% of population



2. India 125,226,449
11.38% of population



3. Philippines 89,800,000
92.58% of population



4. Nigeria 79,000,000
53.34% of population



5. UK 59,600,000
97.74% of population



6. Germany 46,272,000
56% of population



7. Canada 25,246,220
85.18% of population



8. France 23,000,000
36% of population



9. Australia 17,357,800
97.03% of population



10. Italy 17,000,000
29% of population



The most amazing fact is that **only 11.38% of India's population** speaks English and yet it is the **second largest English speaking nation in the world.**

USVisaTalk.com

6 COMMUNICATION

The focus of the lesson is a carefully structured listening activity.

- Plan a presentation
- Use rhetorical questions in a presentation

LISTENING

A SPEAK Work in groups and discuss the questions.

- Look at the infographic. What does it show? What do you know about the countries and the languages that people in those countries speak? Are you surprised by any of the numbers?
- Who owns English? Who has the power to decide what's good and bad English?



1.8 B LISTEN FOR MAIN IDEA Listen to an interview about different types of English and answer the questions.

- Why does Mona want to interview Juan?
- Why did Juan enjoy his journey?
- Where did Juan have problems with English?
- How is Multicultural London English (MLE) different from the English we learn at school?
- What's the connection between 'Standard English' and 'standard class' on a train?
- Why is Standard English useful?



1.8 C LISTEN FOR DETAIL Listen again. Which person (Juan, Mona or Both) thinks ...

- travelling is a good way to practise your English? _____
- it's difficult to understand people in England? _____
- MLE grammar contains mistakes? _____
- Standard English is boring but useful? _____
- it's sometimes better when you don't sound like a native speaker? _____



D SPEAK Work in groups. Look at the sentences from the interview. For each one, discuss what Juan and Mona were talking about. Do you agree with their opinions?

- 'Millions of people speak like that, so how can it be wrong?'
- 'There are hundreds of other forms of English all over the world ... They're all different, but I think that's really cool!'
- 'Surely Standard English is better, isn't it?'
- 'We don't need to speak like native speakers. In fact ... it's often better when we don't speak like native speakers.'

Once again the lesson finishes with speaking practice.

Subject and object questions

1.9

- 1 you / I / a / questions / ask / can / few / ?

- 2 countries / did / which / visit / you / ?

- 3 England / happened / what / in / ?

- 4 changing / English / is / how / ?

- 5 MLE / uses / who / ?

- 6 mean / do / 'Standard English' / by / you / what / ?

- 7 to / you / need / non-standard English / saying / are /
learn / we / so / ?

B WORK IT OUT Match the questions (1–7) in Exercise A with the rules (a–c).

Subject and object questions

- a** When we make questions in English, we usually put the auxiliary verb (*be, have, can*) before the subject. 1, __, __
- b** In sentences with no auxiliary verb, we add *do, does*, or *did* when we make a question. __, __
- c** When the question is about the subject, we use the same word order as in sentences. We don't add *do, does* or *did*. __, __

C PRACTISE Make questions about the missing information.

- 1 (Somebody) writes a blog for a website.
Who writes a blog for a website?
- 2 Juan visited (a number of countries).
How many _____?
- 3 You (can/can't) give me an example.
_____?
- 4 (A form of English) is becoming popular in London.
Which _____?
- 5 (A number of people) speak non-standard English.
How many _____?
- 6 Most native speakers (speak/don't speak) Standard English.
_____?

D Go to the **Grammar Hub** on **page 122**.

E SPEAK Work in pairs. Student A – go to the **Communication Hub** on **page 149**. Student B – go to the **Communication Hub** on **page 150**.

Pronouncing questions

1.10

- 1 *Why do you want to talk to me?*
- 2 *What do you want to talk about?*
- a Which speaker joined the words together?
- b Which speaker is easier to understand?

B SPEAK Work in pairs. Read the information in the box. Then practise saying the questions. First, try to say them by joining the words together. Then try to say them as clearly as possible.

- What do you think?
- Where did you go?
- Do you want to talk about it?
- Why did you say that?

Pronouncing questions

Many English speakers join words together when they speak quickly. In questions with *do/did* + *you*, it can be difficult to hear whether the speaker is saying *do* or *did*.

- What do you want to do? /wɒdʒə wɒnə du:/
- How did you travel? /haʊdʒə trævəl/



SPEAKING 

Students practice speaking in pairs after each section.

A Work in pairs. You are going to interview another student about their experiences of using English and communicating with English speakers. Write five questions. Use the prompts to help you. You can also use your own ideas.

- often communicate / English speakers?
- using English in the classroom / in real life?
- for work / while travelling?
- problems: speaking/understanding?
- Standard/non-standard English?
- advice for others?

B Work in new pairs. Use your questions to interview your partner. Listen carefully and ask follow-up questions.

Follow-up questions

Really? Why?
What happened? What went wrong?
Can you give me an example?

C Work in groups and discuss the questions.

- 1 What was the most interesting thing you learnt from your interview?
- 2 What advice can you give to other people about using English in real life?

At the back of the Student's Book there are extra speaking activities in the form of information gap tasks.

Each unit has two sets of listening and reading texts.

1.2

READING

A SPEAK Work in pairs and discuss the questions.

- 1 Look at the title of the magazine article. What do you think it means?
- 2 Think of some examples where you can lose something if you stop using it. Have you ever lost a skill or an ability because you didn't use it?

B READ FOR GIST Read *Use it or lose it?* quickly and answer the questions.

- 1 Is the writer generally positive or negative about learning languages?
- 2 What's the connection between the pictures, the word cloud and language learning?

Use it or lose it?

- 1 What's the worst thing about learning a language? Is it the hundreds of hours you need to spend studying and practising? No, although that's bad enough. In fact, the worst thing is how easy it is to forget everything!
- 2 How do I know? From bitter experience! Many years ago, I lived in Spain for a year and studied Spanish for hours every day. By the end of that year, I spoke Spanish fluently (but not very accurately). But now, 20 years later, it's all gone. My only evidence that I ever spoke Spanish is an old certificate.
- 3 So is there any hope for me and my Spanish? Recent research suggests that there is. Imagine your brain is like a big library. As you keep adding new information to that library, the old information doesn't disappear; it just gets harder to find.
- 4 How does this work in practice? When I see a dog, my English-speaking brain thinks of the word *dog*. But when I lived in Spain, my brain had two words to choose from, *dog* and *perro* (and yes, that's *dog* in Spanish!). My brain learnt to block the wrong word: it blocked *dog* when I was speaking Spanish and *perro* when I was speaking English. Over time, my brain got very good at blocking words.
- 5 And what happened when I left Spain? The word *perro* stayed blocked. And, like a door that's been closed for years is harder to open, it became harder to unblock the word! Now, 20 years later, all those Spanish words are still in my brain. But they're blocked behind heavy old doors.
- 6 How can I open those doors? Two things: I need to make an effort to push the doors open again; and I need to keep the doors open by practising regularly.
- 7 Is there anything good to say about this 'blocking' process? In fact, there's lots of evidence that it makes your brain work better. For example, look at the words in the box. As quickly as possible, say what colour they're written in. Try it now. Did you notice how hard it was to say the colour when the word itself was a colour? That's because 'bad information' (the word on the page) blocked the 'good information' (the colour of the word).
- 8 What's the connection with language learning? It turns out that bilingual people are much better at activities like this than monolingual people, because their brains are trained to block 'bad information' quickly and accurately. And in the modern world, where we have to deal with too much information all the time, the ability to block 'bad information' is the key to success.
- 9 What's the best thing about learning a language? Is it the ability to communicate with different people around the world? No, although that's amazing enough. In fact, the best thing is that it makes our brains more powerful.



Lessons include clearly presented new reading and listening skills.

1.2

- C SCAN** Read again. How many rhetorical questions are there? Use the information in the box to help you.

Rhetorical questions

A rhetorical question is a question that you ask when you don't expect other people to answer it. You often answer the question yourself. It's a useful way of presenting information because it makes the reader or listener think about the answer.

When you read a rhetorical question at the beginning of a paragraph, always pause to predict the answer first. Then read the rest of the paragraph to check.

- D** Work in pairs. Look at the rhetorical questions at the start of each paragraph. Discuss the answer. Then read the paragraph again to check.

- E SPEAK** Work in pairs and discuss the questions.

What does the writer mean by 'we have to deal with too much information all the time'? Can you think of any examples from your own life?

block yellow
dog brain
red black
blue door
white green
library

Glossary

block (v) to stop something from moving through something else
evidence (n) facts or physical signs that help to prove something

VOCABULARY

Languages

- A WORK IT OUT** Look at the sentences from the interview between Mona and Juan and from *Use it or lose it*. Then use the correct form of the underlined words to complete the definitions (1–5).

They used really strange words and phrases – lots of idioms that I've never heard before.

Plus, the people had very strong accents, so I couldn't understand very much at all!

By the end of that year, I spoke Spanish fluently (but not very accurately).

It turns out that bilingual people are much better at activities like this than monolingual people.

- If you're _____, you only speak one language; if you're _____, you speak two languages.
- A(n) _____ is a group of two or more words that go together as a unit (e.g. heavy old doors).
- Your _____ is the way you pronounce words. It sometimes shows which part of a country you are from.
- A(n) _____ has its own meaning (e.g. 'Use it or lose it'). It's often hard to work out the meaning just by looking at the words.
- If you speak _____, you don't pause to think in the middle of sentences. If you speak _____, you don't make mistakes.

- B** Go to the **Vocabulary Hub** on page 142.

SPEAKING HUB

- A** Work in groups. You are going to give a short presentation about learning and using languages. Choose a topic from the list or use your own ideas. You can talk about English, your own language or both.

- accents
- standard and non-standard varieties
- advice on fluency and accuracy
- advice on how to practise
- how the language is changing
- why it's good to be bilingual

- B PLAN** Write three or four rhetorical questions about your topic. Then plan how you can answer those questions in a presentation. Make notes but do not write the answers down.

- C PRESENT** Give your presentation to the class. While you are listening to the other presentations, listen carefully and be ready to ask questions.

- D REFLECT** Work in groups and discuss the questions.

- What did you learn from the presentations? What surprised you?
- Will you use rhetorical questions again in your presentations or writing?

○ Plan and conduct an interview

○ Use rhetorical questions in a presentation

Café Hub

1.3 Welcome back

F ask for, offer and respond to help

P intonation and stress



The Functional Language sections allow students to create an expanding bank of phrases to be used in real-life situations.



FUNCTIONAL LANGUAGE

Asking for, offering and responding to help

A Complete the phrases with the correct form of *give*, *help* or *need*.

Asking for help

Could you ¹ _____ me out?
 Would you mind ² _____ me a hand?
 Do you think you could ³ _____ me out?
 I ⁴ _____ a favour. Can you lend me some clothes?
 Please? ☐

Offering to help

I can ⁵ _____ you a hand with that. ☐
 I'd be happy to ⁶ _____ you with that.
 Can I ⁷ _____ you with that?
 Shall I bring some stuff round to the flat later? ☐
 Do you ⁸ _____ a hand? ☐
 Do you need any ⁹ _____?

Responding to help

Thank you so much, that would be great. ☐
 That would be awesome. ☐
 If you wouldn't mind.
 I can manage. I'm OK. ☐
 It's OK – I can do it myself.
 Listen, let me ¹⁰ _____ you. ☐

B 01:01–03:40 Watch the last part of the video. Mark the eight phrases you hear in the order in which you hear them.

COMPREHENSION

A Watch the video. Complete the sentences with the names in the box.

Gaby Milly Neena Sam Zac

- _____ owns a café.
- _____ runs a vintage clothes shop.
- _____ is Sam's best friend.
- _____ lives with Gaby and Zac.
- _____ is meeting Milly's mum tomorrow.
- _____ agrees to lend Zac some clothes.
- _____ falls over and hurts her arm.

B Work in pairs and discuss the questions.

- Why is Gaby taking pictures?
- Why does Sam say 'Oh no Zac, I'm so sorry ...'?
- Why does Zac need to borrow some clothes?
- Why is Sam surprised when Zac asks for pants?
- Why is Gaby worried about tomorrow?

C Imagine you wanted to borrow the items in the box. Who would you ask and why? Tell your partner.

€10 €500 a belt a book a ladder a scarf
 a suitcase or rucksack some shoes or boots

Language is presented in a sitcom series "Café Hub" with familiar characters who appear throughout the course and will help to engage students.

1.3



MILLY



SAM



NEENA



ZAC



GABY

USEFUL PHRASES

A Match the useful phrases (1–6) with the phrases which show the meaning (a–f).

- | | |
|----------------------------------|---|
| 1 I'm really busy at the moment. | a That isn't going to be easy. |
| 2 I don't know how to say this. | b You are amazing! |
| 3 Good luck with that! | c I must return the favour. |
| 4 You're a legend! | d I can't talk to you at the moment. |
| 5 I owe you one. | e I've finished. |
| 6 There you go. | f This is difficult for me to talk about. |

B How do you say these useful phrases in your language?

The Useful Phrases sections offer students a variety of authentic phrases to use in their conversations.

PRONUNCIATION

Intonation and stress

A Listen and repeat the two questions in the table. Complete the headings with *falls* or *rises*.

1.12

1 Asking for help: intonation	2 Offering help: intonation
Can you lend me some clothes?	Can I help you with that?
_____	_____
_____	_____
_____	_____
_____	_____

B Listen, repeat and write down each question in the correct column. Practise the stress and intonation.

1.13

SPEAKING

A Work in pairs. You are going to write and perform a conversation where you ask a friend for help. Think about the following things:

- What sort of help do you need?
- Why do you need help?
- When do you need help?
- Who do you ask?

B PRESENT Write and practise your conversation. Then perform it for the rest of the class.

○ Ask for, offer and respond to help

➤ Turn to page 156 to learn how to write a report about trends.

The final page in each unit provides a review of the language learned.

Unit 1 Review

GRAMMAR

- A** Complete the social media update with the present simple or present continuous form of the verbs in brackets.



I'm in Moscow! As you can see in the picture, I ¹ 'm having (have) a coffee with some of my new friends. I ² _____ (study) here on a two-week intensive language course. I ³ _____ (really enjoy) it so far. I ⁴ _____ (not speak) very much Russian at all, so it was really difficult on the first day, but now it ⁵ _____ (get) easier every day, and my teachers are excellent. Why Russian? Well, firstly, I ⁶ _____ (think) it's a beautiful language, and secondly, I ⁷ _____ (consider) studying at university here next year.

- B** Read part of a report about social media trends. Then write questions about the underlined information in the report. Use the prompts to help you.



These days, more and more people ¹ are choosing to stop using social media completely. I asked ² twelve people about the way they use social media. ³ Three people said they never use social media, and ⁴ two are using it less and less. One student, Franek, believes social media is dangerous ⁵ because it makes us feel jealous of other people's 'perfect' lives. Another student, ⁶ Lin, thinks social media is useful for his work, but he never uses it with his real friends. He says his friends can speak to him face-to-face to find out his news!

- What / more and more people / do / these days?
What are more and more people doing these days?
- How many people / the writer / ask / about the way they use social media?

- How many people / say / they never use social media?

- How many people / use / social media less and less?

- Why / Franek / believe / social media is dangerous?

- Who / think / social media is useful for work?

VOCABULARY

- A** Complete the sentences with the correct form of the verbs in the box.

hear listen look see sound watch

- A:** 'I think we should go soon.'
B: 'Yes, that _____ like a good idea.'
- I prefer normal phone calls to video calls – it's better when the other person can _____ you, but they can't _____ you!
- Excuse me. I _____ for my dog. I can't find him anywhere. Have you seen him?
- I usually _____ to podcasts while I'm travelling to work.
- Can I call you back later? I _____ a TV programme and I don't want to miss the end.

- B** Choose the correct words to complete the conversation.

- A:** Ah, this is nice, just sitting outside a café and relaxing. I think it's really interesting to ¹ **observe / recognise / stare** all the people in the street.
B: Yes, but be careful. It looks like you're ² **noticing / spotting / staring** at other people a bit too much. It's quite rude.
A: Don't worry! They're too busy to ³ **notice / observe / recognise** me! They're all looking at their phones, anyway!

- C** Read about five English-speaking friends. Then answer the questions.

- Angela** only speaks English and no other languages.
You can hear that **Brian** is from New Zealand because of the way he pronounces *ed*.
When **Eryk** is speaking English, he doesn't make many mistakes.
Francesca speaks English as well as Italian.
George loves using phrases like 'use it or lose it' and 'plan B'.
- Who speaks accurately? _____
 - Who's monolingual? _____
 - Who likes idioms? _____
 - Who's bilingual? _____
 - Who has a strong accent? _____

FUNCTIONAL LANGUAGE

- Complete the dialogues with the words in the box.

busy could favour hand help mind want

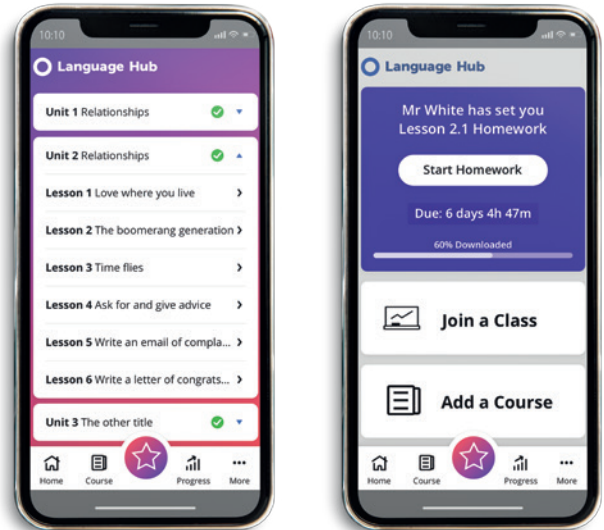
- A:** Hey, Gary, I need a _____. Have you got a few minutes?
B: Sorry, Paul, I'm really _____ right now.
- A:** Do you think you _____ help me write this?
B: Sure, I can give you a _____ with that.
- A:** Do you _____ me to have a look at that?
B: If you wouldn't _____.
- A:** Hi, Sam. If you aren't busy, I could use your _____ with my application letter.
B: Sure.

The 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.

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

Students can also **access the video and audio** for the course.

Teachers can **assign homework** directly to their students' devices and alert them when they have activities to complete.



The Teacher's Book comes with the **Teacher's App**, which provides access to all the resources that a teacher will need, including: presentation software, the online presentation and practice, Test Generator, class audio and video, and worksheets.



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*.



Ideal for teachers who love **easy-to-use** technology in the classroom.

The Language Hub Teacher's Book is an all-in-one solution that helps take the complexity out of teaching English.

The Teacher's Book is interleaved with pages from the Student's Book.

11.1 Natural wonders

• Talk about natural wonders

• natural features • /e/ and /ɪ/ • the passive (present and past simple)

VOCABULARY
Natural features
A Label the pictures (1–7) with the words in the box.
canyon natural lights mountain reef volcano waterfall
B Go to the Vocabulary Hub on page 151.

LISTENING
A The places in the pictures above have recently been named as the Seven Natural Wonders of the World. Match the names (a–g) with the pictures (1–7). What do you know about them?
a Mount Everest
b Great Barrier Reef
c Grand Canyon
d Northern lights (aurora borealis)
e No. 10000 waterfall
f Victoria Falls
g Parícutin volcano
B Listen for key words. Listen to a radio travel show about the Seven Natural Wonders of the World, in which order did the travel writer visit the places?
1 the Grand Canyon
2 the Grand Canyon
3 Mount Everest
4 Victoria Falls
5 Parícutin volcano
6 the Grand Canyon
7 the Grand Canyon
C Listen for key words. Listen to a radio travel show about the Seven Natural Wonders of the World, in which order did the travel writer visit the places?
1 the Grand Canyon
2 the Grand Canyon
3 Mount Everest
4 Victoria Falls
5 Parícutin volcano
6 the Grand Canyon
7 the Grand Canyon
D Listen for key words. Listen to a radio travel show about the Seven Natural Wonders of the World, in which order did the travel writer visit the places?
1 the Grand Canyon
2 the Grand Canyon
3 Mount Everest
4 Victoria Falls
5 Parícutin volcano
6 the Grand Canyon
7 the Grand Canyon
E Listen for key words. Listen to a radio travel show about the Seven Natural Wonders of the World, in which order did the travel writer visit the places?
1 the Grand Canyon
2 the Grand Canyon
3 Mount Everest
4 Victoria Falls
5 Parícutin volcano
6 the Grand Canyon
7 the Grand Canyon
F Listen for key words. Listen to a radio travel show about the Seven Natural Wonders of the World, in which order did the travel writer visit the places?
1 the Grand Canyon
2 the Grand Canyon
3 Mount Everest
4 Victoria Falls
5 Parícutin volcano
6 the Grand Canyon
7 the Grand Canyon
G Listen for key words. Listen to a radio travel show about the Seven Natural Wonders of the World, in which order did the travel writer visit the places?
1 the Grand Canyon
2 the Grand Canyon
3 Mount Everest
4 Victoria Falls
5 Parícutin volcano
6 the Grand Canyon
7 the Grand Canyon
H Listen for key words. Listen to a radio travel show about the Seven Natural Wonders of the World, in which order did the travel writer visit the places?
1 the Grand Canyon
2 the Grand Canyon
3 Mount Everest
4 Victoria Falls
5 Parícutin volcano
6 the Grand Canyon
7 the Grand Canyon
I Listen for key words. Listen to a radio travel show about the Seven Natural Wonders of the World, in which order did the travel writer visit the places?
1 the Grand Canyon
2 the Grand Canyon
3 Mount Everest
4 Victoria Falls
5 Parícutin volcano
6 the Grand Canyon
7 the Grand Canyon
J Listen for key words. Listen to a radio travel show about the Seven Natural Wonders of the World, in which order did the travel writer visit the places?
1 the Grand Canyon
2 the Grand Canyon
3 Mount Everest
4 Victoria Falls
5 Parícutin volcano
6 the Grand Canyon
7 the Grand Canyon
K Listen for key words. Listen to a radio travel show about the Seven Natural Wonders of the World, in which order did the travel writer visit the places?
1 the Grand Canyon
2 the Grand Canyon
3 Mount Everest
4 Victoria Falls
5 Parícutin volcano
6 the Grand Canyon
7 the Grand Canyon
L Listen for key words. Listen to a radio travel show about the Seven Natural Wonders of the World, in which order did the travel writer visit the places?
1 the Grand Canyon
2 the Grand Canyon
3 Mount Everest
4 Victoria Falls
5 Parícutin volcano
6 the Grand Canyon
7 the Grand Canyon
M Listen for key words. Listen to a radio travel show about the Seven Natural Wonders of the World, in which order did the travel writer visit the places?
1 the Grand Canyon
2 the Grand Canyon
3 Mount Everest
4 Victoria Falls
5 Parícutin volcano
6 the Grand Canyon
7 the Grand Canyon
N Listen for key words. Listen to a radio travel show about the Seven Natural Wonders of the World, in which order did the travel writer visit the places?
1 the Grand Canyon
2 the Grand Canyon
3 Mount Everest
4 Victoria Falls
5 Parícutin volcano
6 the Grand Canyon
7 the Grand Canyon
O Listen for key words. Listen to a radio travel show about the Seven Natural Wonders of the World, in which order did the travel writer visit the places?
1 the Grand Canyon
2 the Grand Canyon
3 Mount Everest
4 Victoria Falls
5 Parícutin volcano
6 the Grand Canyon
7 the Grand Canyon
P Listen for key words. Listen to a radio travel show about the Seven Natural Wonders of the World, in which order did the travel writer visit the places?
1 the Grand Canyon
2 the Grand Canyon
3 Mount Everest
4 Victoria Falls
5 Parícutin volcano
6 the Grand Canyon
7 the Grand Canyon
Q Listen for key words. Listen to a radio travel show about the Seven Natural Wonders of the World, in which order did the travel writer visit the places?
1 the Grand Canyon
2 the Grand Canyon
3 Mount Everest
4 Victoria Falls
5 Parícutin volcano
6 the Grand Canyon
7 the Grand Canyon
R Listen for key words. Listen to a radio travel show about the Seven Natural Wonders of the World, in which order did the travel writer visit the places?
1 the Grand Canyon
2 the Grand Canyon
3 Mount Everest
4 Victoria Falls
5 Parícutin volcano
6 the Grand Canyon
7 the Grand Canyon
S Listen for key words. Listen to a radio travel show about the Seven Natural Wonders of the World, in which order did the travel writer visit the places?
1 the Grand Canyon
2 the Grand Canyon
3 Mount Everest
4 Victoria Falls
5 Parícutin volcano
6 the Grand Canyon
7 the Grand Canyon
T Listen for key words. Listen to a radio travel show about the Seven Natural Wonders of the World, in which order did the travel writer visit the places?
1 the Grand Canyon
2 the Grand Canyon
3 Mount Everest
4 Victoria Falls
5 Parícutin volcano
6 the Grand Canyon
7 the Grand Canyon
U Listen for key words. Listen to a radio travel show about the Seven Natural Wonders of the World, in which order did the travel writer visit the places?
1 the Grand Canyon
2 the Grand Canyon
3 Mount Everest
4 Victoria Falls
5 Parícutin volcano
6 the Grand Canyon
7 the Grand Canyon
V Listen for key words. Listen to a radio travel show about the Seven Natural Wonders of the World, in which order did the travel writer visit the places?
1 the Grand Canyon
2 the Grand Canyon
3 Mount Everest
4 Victoria Falls
5 Parícutin volcano
6 the Grand Canyon
7 the Grand Canyon
W Listen for key words. Listen to a radio travel show about the Seven Natural Wonders of the World, in which order did the travel writer visit the places?
1 the Grand Canyon
2 the Grand Canyon
3 Mount Everest
4 Victoria Falls
5 Parícutin volcano
6 the Grand Canyon
7 the Grand Canyon
X Listen for key words. Listen to a radio travel show about the Seven Natural Wonders of the World, in which order did the travel writer visit the places?
1 the Grand Canyon
2 the Grand Canyon
3 Mount Everest
4 Victoria Falls
5 Parícutin volcano
6 the Grand Canyon
7 the Grand Canyon
Y Listen for key words. Listen to a radio travel show about the Seven Natural Wonders of the World, in which order did the travel writer visit the places?
1 the Grand Canyon
2 the Grand Canyon
3 Mount Everest
4 Victoria Falls
5 Parícutin volcano
6 the Grand Canyon
7 the Grand Canyon
Z Listen for key words. Listen to a radio travel show about the Seven Natural Wonders of the World, in which order did the travel writer visit the places?
1 the Grand Canyon
2 the Grand Canyon
3 Mount Everest
4 Victoria Falls
5 Parícutin volcano
6 the Grand Canyon
7 the Grand Canyon

11.1 Natural wonders

LEAD-IN

In pairs, students discuss the most beautiful natural wonders in their country. If you are working in a class with only one nationality, ask them to work together and make a list of the top five most beautiful places in their country. Write the names of the places on the board.

VOCABULARY

- Allow students to work with a partner.
- Students turn to the Vocabulary Hub on page 151 for further practice. Use the Vocabulary Worksheet on W60 for extra practice.
- If students are at a loss, remind them of the words on the board and suggest others like the Gila, Niagara Falls, etc.

PRONUNCIATION

- Write two and listen on the board and model the two vowel sounds. Play the audio.
- Play the audio for students to listen and check their answers to Exercise A. Then play the audio again for students to listen and repeat.

LISTENING

A Ask students to match the places with their pictures. Elicit what they know about them. Can they say in which country they are?

- Play the audio. With a weaker group, you may have to play it twice.
- Focus students on the questions. Ask them to underline any key words that will help them find the answer in the audio. Play the audio for students to answer the questions. Play it again for them to check their answers.
- Monitor and assist when necessary. Take feedback from one or two pairs and encourage students to respond to each other's ideas.

Extra activity

Put students into pairs to describe a place that they love to visit. Students should say where the place is and what it is about that place which makes it so special. Draw upon pairs to talk about what their partner told them in whole-class feedback.

AUDIOSCRIPT

11.1

Listening, Exercise B

P = Presenter M = Mike

- P: Welcome to this week's edition of the Travel Show. Today, we are joined by travel writer Mike. Mike, a year ago, Mike decided to visit the Seven Natural Wonders of the World. Last week, he finally achieved his aim. Mike, tell us a little bit about the seven natural wonders.
- M: Well, the Seven Natural Wonders of the World was the idea of the Seven Natural Wonders organisation. The organisation was created to promote and to protect the natural wonders of the world. Not just these seven, but many others as well.
- P: So, how did they choose the seven places?
- M: The decision was based on three main things. The places were chosen according to how unique the places were, how important it is, and, finally, its size.
- P: And why did you decide to visit them?
- M: Well, I've always loved travelling and I like a challenge. As a travel writer, I thought this was an interesting thing to do professionally.
- P: OK, so what are the seven natural wonders?
- M: First, I visited the Great Barrier Reef. The reef is 2000km long and is located off the north-eastern coast of Australia. It's made of over 400 different kinds of coral and is the largest and most colourful coral reef in the world. It really was amazing. After that, I went to the Grand Canyon, in the USA. It was chosen as a natural wonder because of its enormous size and incredible scenery. The canyon was created by the Colorado River, which you can see at the very bottom.

- It's the most popular of the seven natural wonders and is visited by over five million people a year. The next place was the most difficult to get to, as it's located in the Himalayan mountain range. Ahh, this has to be Mount Everest.
- P: So, the highest place on Earth, I didn't go to the top, but I went to the base camp, which is at about 5000 metres. The views were unbelievable.
- P: I can imagine. And where did you go next?
- M: My fourth natural wonder was Victoria Falls. This, of course, is the famous waterfall on the Zambezi River in southern Africa. It is actually on the border of two countries, Zambia and Zimbabwe. The waterfall is almost two kilometres wide and over 100 metres high. It really was an incredible sight.
- P: For numbers five and six, I travelled to Central and South America. The first is perhaps the least well known, it's the Parícutin volcano in Mexico.
- P: Yes, I must admit, I've never heard of this.
- M: Well, it was only formed in 1943, so it's quite new! It was also the first time modern science saw the creation of a volcano – and that's why it's a natural wonder. I was able to climb the volcano and walk around the crater and look inside. I then went to South America to see a more familiar wonder – the bay and natural harbour of Rio de Janeiro in Brazil. The bay includes several islands and is surrounded by beautiful beaches and spectacular mountains with some fantastic views.
- P: And I understand for the final natural wonder, you had some good luck.
- M: Yes, I did. The final natural wonder I saw was the northern lights, or Aurora Borealis. I went to Iceland to see them. You can see them at certain times of the year. And yes, I was very lucky. It really was amazing. And the perfect way to finish my challenge.
- P: That sounds amazing! Thanks for joining your journey with us.

Annotated teach-off-the-page lessons provide teacher support and help reduce preparation time.

Highlighted passages with correct answers for reading and listening tasks make it faster to explain what is correct and why.

11.1

LISTEN FOR DETAIL Listen to the radio show again and answer the questions.

- What is the aim of the Seven Natural Wonders organisation? **To protect and preserve the natural wonders of the world.**
- Why did Mike decide to visit the Seven Natural Wonders? **He loves travelling and likes a challenge.**
- Which of the seven natural wonders is visible only at certain times of the year? **Northern Lights.**
- What was the most recent? **Parícutin volcano.**
- Is it located in two countries? **Victoria Falls.**
- Is it famous for its different colours? **Great Barrier Reef.**
- Is it the highest? **Mount Everest.**
- Is it the most visited? **The Grand Canyon.**

GRAMMAR
The passive (present and past simple)

SPEAKING
A Listen to a presentation about the Gullfoss Waterfall in Iceland and answer the questions.

- Where is it located? **In a canyon on the Hella River in South West Iceland.**
- When was it formed or created? **Approx. 1,000 years ago.**
- What is it surrounded by? **By steep cliffs and fields.**
- How is it reached? **By road and a short walk.**
- Thousands of people visit each year. **Thousands of people visit each year.**
- Who and how many people visit it? **Local visitors and tourists.**

11.3

LISTEN FOR DETAIL

Listen to the radio show again and answer the questions.

- What is the aim of the Seven Natural Wonders organisation? **To protect and preserve the natural wonders of the world.**
- What three main factors were used to choose the Seven Natural Wonders? **How unique the place is, how important it is, its pure natural beauty.**
- Why did Mike decide to visit the Seven Natural Wonders? **He loves travelling and likes a challenge.**
- Which of the seven natural wonders ...
 - is visible only at certain times of the year? **Northern Lights**
 - was formed the most recently? **Parícutin volcano**
 - is located in two countries? **Victoria Falls**
 - is famous for its different colours? **Great Barrier Reef**
 - is the highest? **Mount Everest**
 - is the most visited? **The Grand Canyon**

7.1 Eating out

- Tell students to try to complete the table from what they remember. Play the audio again for students to check.
- Put students into groups to discuss the questions. Encourage students to expand on their answers.

1 The guests are either allergic to or don't like the food the other guests have bought.

GRAMMAR

- Tell students to choose the correct meaning of each sentence.
- Put students to look at the sentences in Exercise A to help them complete the rules.
- Direct students to the Grammar Hub on page 134 and 135 (see TEG). Use the Grammar Worksheet on W62 for extra practice.

AUDIOSCRIPT

7.2

Listening, Exercise C

V = Vicky C = Charlie T = Tina M = Markus

- V: Charlie? You're here at last!
- C: No problem. You're only ... 20 minutes late. Welcome to pot luck night.
- T: Thanks. Am I the last person here?
- M: No, actually, there's only one other person so far. He arrived half an hour early.
- V: Oh, that must be Felipe, right? He's always early.
- C: Ah, that must be Felipe, right? He's always early.
- V: True. But it was good because he helped me make my dish: a cheese and chilli salad.
- C: Ah ... I'm allergic to dairy products. Oh, well. Never mind.
- S: So, buffalo wings. They're a traditional dish from ...

PRONUNCIATION

A–D Monitor as students complete the exercises and model pronunciation where necessary.

SPEAKING HUB

- Monitor to help students write their descriptions.
- Put students into groups to follow the stages and monitor to help.
- Ask one or two students from each group to tell the class about their party.

- A: ... you're here at last! ... 20 minutes late. Welcome to pot luck night.
- C: Thanks. Am I the last person here?
- M: No, actually, there's only one other person so far. He arrived half an hour early.
- V: Oh, that must be Felipe, right? He's always early.
- C: Ah, that must be Felipe, right? He's always early.
- V: True. But it was good because he helped me make my dish: a cheese and chilli salad.
- C: Ah ... I'm allergic to dairy products. Oh, well. Never mind.
- S: So, buffalo wings. They're a traditional dish from ...
- T: Ah ... you're here at last! ... 20 minutes late. Welcome to pot luck night.
- C: Thanks. Am I the last person here?
- M: No, actually, there's only one other person so far. He arrived half an hour early.
- V: Oh, that must be Felipe, right? He's always early.
- C: Ah, that must be Felipe, right? He's always early.
- V: True. But it was good because he helped me make my dish: a cheese and chilli salad.
- C: Ah ... I'm allergic to dairy products. Oh, well. Never mind.
- S: So, buffalo wings. They're a traditional dish from ...
- T: Ah ... you're here at last! ... 20 minutes late. Welcome to pot luck night.
- C: Thanks. Am I the last person here?
- M: No, actually, there's only one other person so far. He arrived half an hour early.
- V: Oh, that must be Felipe, right? He's always early.
- C: Ah, that must be Felipe, right? He's always early.
- V: True. But it was good because he helped me make my dish: a cheese and chilli salad.
- C: Ah ... I'm allergic to dairy products. Oh, well. Never mind.
- S: So, buffalo wings. They're a traditional dish from ...

AUDIOSCRIPT

7.2

Listening, Exercise C

V = Vicky C = Charlie T = Tina M = Markus

- V: Charlie? You're here at last!
- C: No problem. You're only ... 20 minutes late. Welcome to pot luck night.
- T: Thanks. Am I the last person here?
- M: No, actually, there's only one other person so far. He arrived half an hour early.
- V: Oh, that must be Felipe, right? He's always early.
- C: Ah, that must be Felipe, right? He's always early.
- V: True. But it was good because he helped me make my dish: a cheese and chilli salad.
- C: Ah ... I'm allergic to dairy products. Oh, well. Never mind.
- S: So, buffalo wings. They're a traditional dish from ...

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

TEACHING IDEA by David Seymour and Maria Popova

Vocabulary: Animal extremes

Write the following superlatives on the board:

the biggest, the most beautiful, the most dangerous, the fastest, the slowest, the most unusual, the cuddliest, the ugliest, the smelliest, the friendliest

Arrange students in pairs and ask them to agree on an animal to fit each of the descriptions. When students have finished, ask them to compare their ideas with another pair and see how many answers they agree on.

11.2 Animal Images

LEAD-IN

With books closed, arrange students in pairs and ask them to take turns describing an animal to their partner. Their partner should guess what animal they are describing.

VOCABULARY

A Arrange students in pairs. Tell them they have one minute to list all the animals they know when the time is up, ask the pair with the longest list to share it with the rest of the class. Ask the other pairs to add any other animals which weren't mentioned.

B Direct students to the Vocabulary Hub on page 151. Use the Vocabulary Worksheet on W2 for extra practice.

C Students write down their three favourite animals. Arrange students in pairs. They tell their partner what animals they chose and why. Monitor and assist when necessary.

D Direct the pairs to the Communication Hub on page 157. Students discuss the information with their partner and decide whether they agree with what is written. Encourage them to model their sentences on the example. Take feedback from one or two pairs and encourage students to respond to each other's ideas.

READING

A In pairs, students mark matching the words and phrases with their definitions. Take feedback from different pairs and encourage students to respond to each other's ideas.

GRAMMAR HUB

11.1 The passive (present and past simple)

A. Correct the mistakes in each sentence.

- 1 The volcano located in the middle of a jungle.
- 2 The cliffs were form 200 million years ago.
- 3 The museum formed by the President last night.
- 4 The mountain is made of a strong type of rock.
- 5 The village is built known for its art.
- 6 The new park wasn't open by anyone famous.
- 7 She is attracted to Africa because of the wildlife.

TEACHING IDEA by David Seymour and Maria Popova

Speaking: Animal characteristics

In pairs, match each animal with the adjective which is traditionally used to describe them. (Re-order the adjectives when you write them up on the board; they appear here in the correct order.)

owl, fox, mouse, monkey, lion, wisp, clever, small, cheeky, proud, dog, bat, no, clumsy, dinosaur, loyal, blind, strong, stubborn, extinct, pig, cat, fish, greedy, independent, slippery

Think of animals that these adjectives could describe. Try to compare their ideas with another pair and see how many answers they agree on.

Think of another adjective to describe each animal and explain why you chose it.

TEACHING IDEA by David Seymour and Maria Popova

Vocabulary: Animal extremes

Write the following superlatives on the board:

the biggest, the most beautiful, the most dangerous, the fastest, the slowest, the most unusual, the cuddliest, the ugliest, the smelliest, the friendliest

Arrange students in pairs and ask them to agree on an animal to fit each of the descriptions. When students have finished, ask them to compare their ideas with another pair and see how many answers they agree on.

TEACHING IDEA by David Seymour and Maria Popova

Speaking: My hobby

Write on the board:

a) What is your hobby? b) What inspired you to start this hobby?

c) How have you improved or changed the way you do your hobby since you started?

In small groups, students tell their group about one of their hobbies. Allow students time to prepare their ideas before speaking.

Following on from their discussion, ask students to create a poster that will encourage other students to take up their hobby.

NATURAL WORLD 10/10

5.1 There's no place like home

GRAMMAR

A Ask students to read the three parts of Luke and Sade's conversation. Highlight that these are from the recording which students have just listened to. Students then complete the table with a or an. Check answers as a class by writing the complete sentences on the board.

B Direct students to the Grammar Hub on page 130 (see below). Read the examples and go through the rules and Exercises A and B with the class.

C In pairs, students discuss their homes using the vocabulary in the box. Monitor and assist as required. Use the Grammar Worksheet on W25 for extra practice.

VOCABULARY

Model the exercise by asking: Where's the coffee machine? Elicit the answer (It's next to the kitchen sink.) Point out that next to is a preposition of place. We use prepositions of place to say where things are.

Give students time to complete the exercise alone before checking with a partner. Give feedback as a class.

SPEAKING

A Show images of different holiday homes around the world. Ask students to guess which is their favourite. Then ask students to imagine where their perfect holiday home would be.

B Give model answers for each question in the planning stage by talking about your imaginary holiday home from Exercise A. Students then work through the steps individually, making notes on their answers.

C Students prepare an advert for a house swap. Refer students to the example advert on page 42, and highlight the type of layout and language used.

D Put students into groups. Ask them to read each other's adverts and ask follow-up questions about the house (e.g. Is it near a city?). Students then decide who they would like to swap with. For whole-class feedback, ask each group to share their decisions with the rest of the class.

Extra activity
Ask students to write house swap adverts for their own homes. Monitor and help with any challenging language. Then, stick the adverts up around the class and ask students to choose one to stay in.

GRAMMAR HUB

5.1 there is/are

	Positive	Negative
Singular	There is a washing machine in the kitchen.	There isn't a TV in the living room.
Plural	There are four chairs in the dining room.	There aren't any curtains on the sofa.
	Questions	Short answers
Singular	Is there a microwave in the kitchen?	Yes, there is. / No, there isn't.
Plural	Are there any tomatoes in the fridge?	Yes, there are. / No, there aren't.

- We use **there is** / **there are** to say that something exists and talk about position.
There **is** a coffee machine in the kitchen.
There **are** more plates in the cupboard.
- We use **any** in negative sentences and questions with plural nouns and uncountable nouns.
There **aren't** any plates in the cupboard.
Is there **any** milk in the fridge?

Be careful!

- In a list of nouns, we use **there is** when the first is singular.
There **is** a coffee maker, two cups and three plates in the table.
- In a list of nouns, we use **there are** when the first is plural.
There **are** two cups, three plates and a coffee maker on the table.

5.1 there is/are

A Complete the sentences with is or are.

- 1 **Is** there a microwave in the kitchen?
- 2 There **isn't** a mirror in the bathroom.
- 3 There **are** / **is** some eggs in the fridge.
- 4 There **are** / **is** some people here to see you.
- 5 **Are** there any bedrooms upstairs?
- 6 **Is** there a coffee machine?

B Use the prompts to write questions and short answers.

- 1 plates / in the cupboard
Are there any plates in the cupboard? () **Yes, there are.** ()
- 2 dishwasher / in the kitchen
Is there a dishwasher in the kitchen? () **Yes, there is.** ()
- 3 swimming pool / in the garden
Is there a swimming pool in the garden? () **No, there isn't.** ()
- 4 tomatoes / in the fridge
Are there any tomatoes in the fridge? () **No, there aren't.** ()
- 5 TV / in the bedroom
Is there a TV in the bedroom? () **No, there isn't.** ()
- 6 socks / in that drawer
Are there any socks in that drawer? () **Yes, there are.** ()

➔ Go back to page 41.

The Teacher's Book includes useful step by-step instructions.

SPEAKING

- A Show images of different holiday homes around the world. Ask students to guess which is their favourite. Then ask students to imagine where their perfect holiday home would be.
- B Give model answers for each question in the planning stage by talking about your imaginary holiday home from Exercise A. Students then work through the steps individually, making notes on their answers.
- C Students prepare an advert for a house swap. Refer students to the example advert on page 42, and highlight the type of layout and language used.
- D Put students into groups. Ask them to read each other's adverts and ask follow-up questions about the house (e.g. Is it near a city?). Students then decide who they would like to swap with. For whole-class feedback, ask each group to share their decisions with the rest of the class.

Extra activity

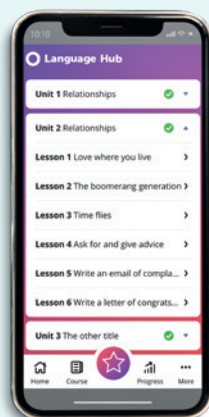
Ask students to write house swap adverts for their own homes. Monitor and help with any challenging language. Then, stick the adverts up around the class and ask students to choose one to stay in.

Teacher's App provides everything a teacher needs in one place.



For STUDENTS

Student's Book with Student's App



Workbook with/without key



Student's App gives access to:

- Grammar and vocabulary exercises – in practice and challenge (against the clock) mode
- Skills, vocabulary and language online Workbook-style exercises

For TEACHERS

Teacher's Book with Teacher's App



Teacher's App gives access to:

- Resource Centre
- Test Generator with option for creating own tests or access to ready-made tests
- Tap and Teach (Presentation Kit) with video, audio, interactive classroom activities



To learn more about Language Hub, please visit:
www.macmillanenglish.com/languagehub

Language Hub

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



A1



A2



B1



B1+



B2



C1

