

Language Hub: The Perfect Blend!



Teaching English has never been easier!

Language Hub is a new six-level general English course for adult learners which takes the complexity out of teaching English. It is designed to promote 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! At its core is a well-balanced skills syllabus with clear learning outcomes using a range of interesting topics, and a functional language strand presented through an entertaining video series.

○ INTUITIVE & PROVEN

The interleaved **Teacher's Book** makes lesson preparation intuitive with 'teach off the page' lessons aligned to tips and ideas taken from the award-winning *Macmillan Books for Teachers* series.

○ OUT-OF-THE-BOX & UP-TO-DATE

The Teacher's App provides a **Test Generator** with the option for creating your own tests or access to pre-built tests.

○ ENGAGING & ENTERTAINING

Comprehensive course related **video content** is designed to motivate students. It includes an engaging 'sitcom' series providing a model for functional language in real-world situations, and authentic video content from *The Guardian* offering further input for practice.

○ FLEXIBLE & FUNCTIONAL

Language Hub is easy to use in a **variety of teaching situations** due to its firm pedagogic foundation. The syllabus is aligned to the revised **Common European Framework of Reference (CEFR)**.



The best of both worlds: Book and Digital!

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 € 30,00 (D) / € 30,90 (A) •
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At the beginning of 2020:



A1 Beginner



B2 Upper Intermediate



C1 Advanced

Teacher's Book

Take the complexity out of teaching English!

The Teacher's Book makes lesson preparation intuitive with 'teach off the page' lessons.

- Easy-to-use interleaved Teacher's Book offers step-by-step instructions and answers annotated on the student pages.
- 'Teach off the Page' lessons provide strong teacher support to reduce preparation time.
- Highlighted passages with correct answers for reading and listening tasks provide a comfortable reference point while teaching.
- Practical teaching tips and professional development ideas from the award-winning *Macmillan Books for Teachers* series.
- Opportunities for teachers to improve their teaching skills with extensive teacher's notes, a methodology walkthrough and professional development ideas.



Sample pages Language Hub, Pre-intermediate, Teacher's Book

11.1 Natural wonders

• Talk about natural wonders

1 natural features 2 /e/ and /i:/ 3 the passive (present and past simple)

1 lights 2 canyon 3 waterfall

4 mountain 5 volcano 6 reef 7 harbour

VOCABULARY
Natural features

A Label the pictures (1–7) with the words in the box.
canyon harbour lights mountain reef volcano waterfall

B Go to the Vocabulary Hub on page 151.

C **SPEAK** Work in pairs. Name other examples of the natural features in Exercise A and in the Vocabulary Hub.
A: Well, there's Mount Fuji and the Great Barrier Reef. But I can't think of a famous canyon.
B: What about The Grand Canyons in Arizona?

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 4
b Great Barrier Reef 6
c Grand Canyon 2
d Northern lights (aurora borealis) 1
e Rio de Janeiro harbour 7
f Victoria Falls 3
g Parícutin volcano 5

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 Great Barrier Reef
2 Grand Canyon
3 Mount Everest
4 Victoria Falls
5 Parícutin Volcano
6 Rio de Janeiro Harbour
7 Northern Lights

PRONUNCIATION
/e/ and /i:/

A Listen to the vowel sounds /e/ and /i:/. What is the vowel sound in each word in the box? Write the words in the correct place.

be	get	leave	met	rest	see	ten
	get	leave	rest	see		
	be	leave	rest	see		

B Listen and check your answers. Then listen again and repeat the words.

Glossary

coral (n) a very small sea creature that lives in large groups that look like plants, in places where the water is warm
crater (n) the round hole at the top of a volcano
form (v) to make something exist
promote (v) to support something
unique (adj) not the same as anything else

102 NATURAL WORLD

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

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

PRONUNCIATION

A Write /e/ and /i:/ on the board and model the two vowel sounds. Play the audio.
B 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?
B Play the audio. With a weaker group, you may have to play it twice.
C 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.
D 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

11.3

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 Harold. 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 they were, how important it is and, finally, its pure natural beauty.

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 2600km 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.

P: Ahh, this has to be Mount Everest!

M: Yes, 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. 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 only 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 sharing your journey with us.

102 NATURAL WORLD

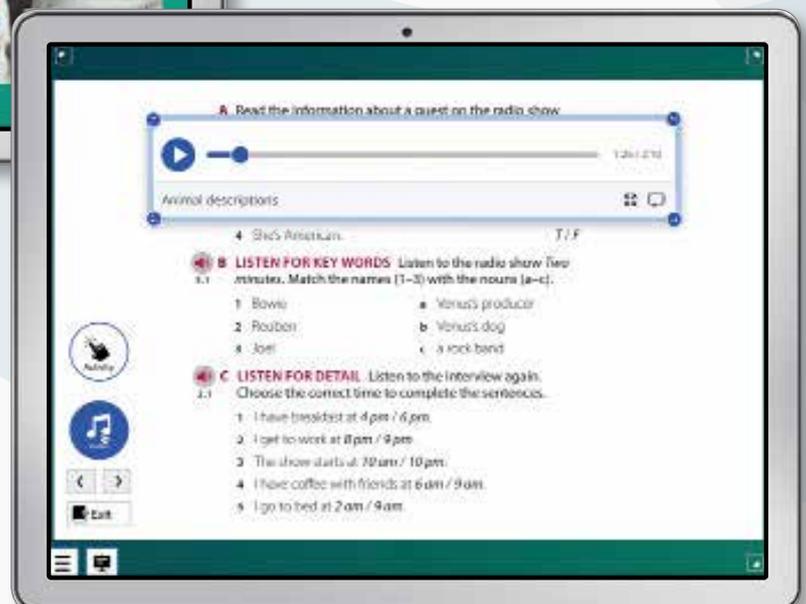
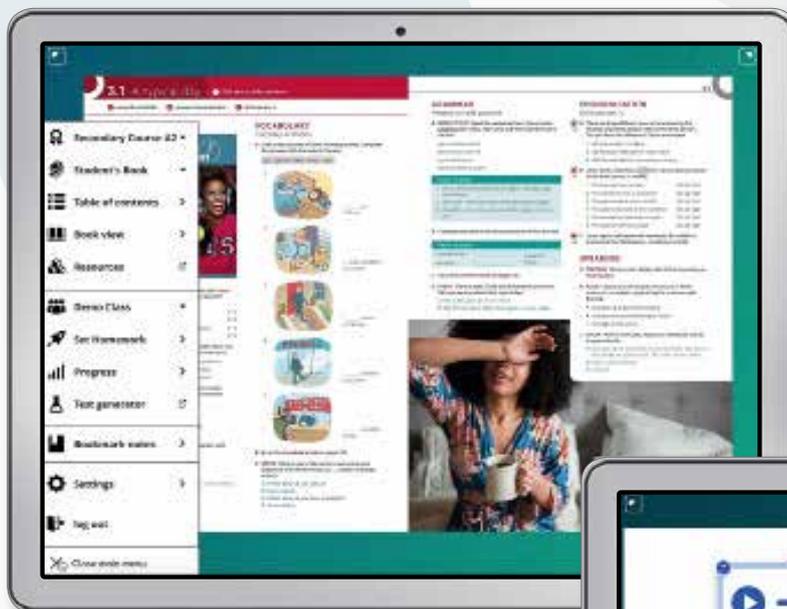
Teacher's App

Each Teacher's Book comes with the Teacher's App for tablets and laptops. It provides everything a teacher needs for their class in one place.



The Teacher's App has been created for teachers looking for easy-to-use technology that:

- delivers course content in the 'Tap and Teach' mode for quicker lesson planning and easier classroom presentation.
- gives access to the Teacher's Resource Centre with class audio and video, video scripts and worksheets, wordlists, audio scripts and CEFR map.
- offers course authentic content from *The Guardian* newspaper as further input for practice.
- allows to assign homework directly to students' devices and alerts them when they have activities to complete.
- offers Test Generator with options for creating new and accessing pre-built tests.



Student's Book

Build confidence and motivate your learners!

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

- Magazine style unit openers designed to stimulate interest in the topic.
- Clear learning outcomes achieved through relevant activities using a robust skills, grammar and vocabulary syllabus aligned to the revised CEFR.
- Entertaining video series for functional language in real-world situations.
- All lessons end with a speaking activity offering regular opportunities for meaningful practice.
- The Writing Bank helps learners improve their communicative writing skills and covers a wide range of genres aligned to the topic of each unit.
- At the back of each book there is a Vocabulary and Grammar Hub. Students are also encouraged to use Communication Hubs for pair work activities.

11 NATURAL WORLD

Everybody needs beauty as well as bread, places to play in where nature may heal and give strength to body and soul alike.
John Muir

An urban fox begins his nightly hunt for food, Ticklisham, United Kingdom.

OBJECTIVES

- talk about natural wonders
- read and talk about wildlife photography
- talk about the causes and effects of plastic pollution
- tell a story
- write an email giving suggestions and advice

Work with a partner. Discuss the questions.

- 1 Do you find the city or the countryside more relaxing? Why?
- 2 Read the quote. Do you agree with Muir?
- 3 Look at the picture. What wildlife is there in your city?

NATURAL WORLD 101

11.1 Natural wonders Talk about natural wonders

1 natural features 2 /e/ and /i:/ 3 the passive (present and past simple)

1 2 3

4 5 6 7

VOCABULARY
Natural features

A Label the pictures (1–7) with the words in the box.

canyon harbour lights mountain reef volcano waterfall

B Go to the Vocabulary Hub on page 151.

C **SPEAK** Work in pairs. Name other examples of the natural features in Exercise A and in the Vocabulary Hub.

A: Well, there's Mount Fuji and The Great Barrier Reef.
But I can't think of a famous canyon.
B: What about The Grand Canyon in Arizona?

PRONUNCIATION
/e/ and /i:/

A Listen to the vowel sounds /e/ and /i:/. What is the vowel sound in each word in the box? Write the words in the correct place.

be	get	leave	met	rest	see	ten
/e/			/i:/			

B Listen and check your answers. Then listen again and repeat the words.

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

11.1

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

- 1 What is the aim of the Seven Natural Wonders organisation?
- 2 What three main factors were used to choose the Seven Natural Wonders?
- 3 Why did Mike decide to visit the Seven Natural Wonders?
- 4 Which of the seven natural wonders ...
 - a is visible only at certain times of the year?
 - b was formed the most recently?
 - c is located in two countries?
 - d is famous for its different colours?
 - e is the highest?
 - f is the most visited?

D **SPEAK** Work in pairs. Which of the Seven Natural Wonders you would most like to visit and why?

GRAMMAR
The passive (present and past simple)

A WORK IT OUT Look at the sentences from the radio show about the seven natural wonders. Then complete the notes using the words in the box.

- 1 The decision **was based on** three main things.
- 2 The places **were chosen** according to how unique the place is ...
- 3 It's **made of** over 400 different kinds of coral.
- 4 It **was only formed** in 1943.
- 5 The canyon **was created by** the Colorado River.
- 6 It's **visited by** about four-and-a-half million people a year.

be by do not say past participle

The passive (present and past simple)

- 1 We make the passive with the auxiliary verb **be** + the **past participle** of the main verb.
- 2 We most commonly use the passive when we **don't know who or what performs or causes the action**. This is usually because the person or thing is not known, not important or obvious.
- 3 We sometimes use the passive with an agent (the person or thing that performs or causes the action). We use **by** to introduce the agent.

B Go to the Grammar Hub on page 142.

C SPEAK Work in pairs. Test your general knowledge! Make sentences about these natural wonders using a word from each column. Discuss what you know about each place.

1 Jeju Island	locate	form	around 30 million people a year
2 The White Cliffs of Dover	locate	40–50 million years ago	as Ayes Rock
3 The Himalayas	visit	make	off the coast of South Korea
4 The Niagara Falls	discover	make	of chalk and similar minerals
5 Uluru in Australia	discover	also know	the Bishop in 1535
6 The Galapagos Islands	also know	discover	

SPEAKING

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

- Where is it located?
- When was it formed or created?
- What is it surrounded by?
- How is it reached?
- Who and how many people visit it?
- Why are people attracted to it?

B Work in pairs. Choose a natural wonder in your country or continent to give a presentation about. Use the questions in Exercise A to help you.

C Give your presentation to the class.

Talk about natural wonders

Sample pages Language Hub, Pre-intermediate, Student's Book

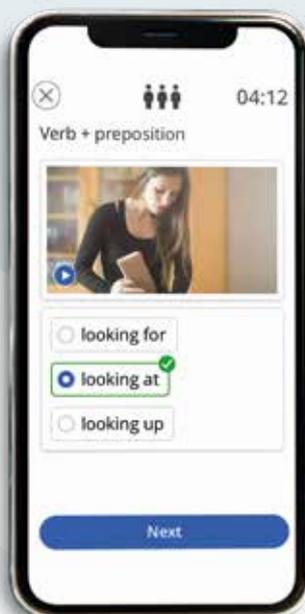
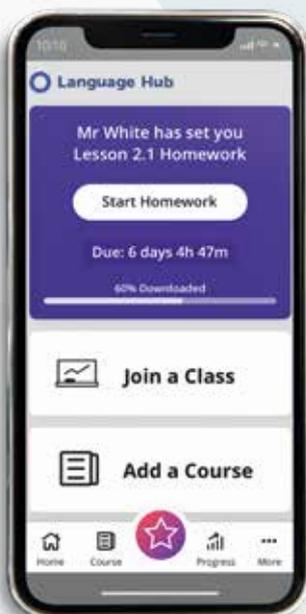
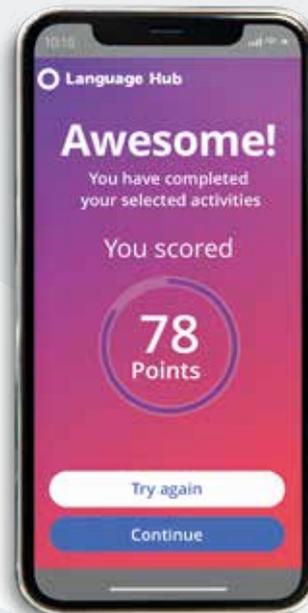
Student's App

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



The Student's App offers access to:

- 'on-the-go' grammar and vocabulary exercises in practice and challenge (against the clock) modes,
- skills, vocabulary and language online workbook-style exercises,
- Student's Resource Centre with course video and audio content,
- homework assigned directly to students' devices by their teacher.



Language Hub Pre-intermediate

11 Natural World



11

NATURAL WORLD

Natural world (n) nature as it exists without the effects produced or caused by people.

Everybody needs beauty as well as bread, places to play in where nature may heal and give strength to body and soul alike.

John Muir

OBJECTIVES

- talk about natural wonders
- read and talk about wildlife photography
- talk about the causes and effects of plastic pollution
- tell a story
- write an email giving suggestions and advice

Work with a partner. Discuss the questions.

- Do you find the city or the countryside more relaxing? Why?
- Read the quote. Do you agree with Muir?
- Look at the picture. What wildlife is there in your city?

NATURAL WORLD 101

Muir is suggesting that nature is as important as food to human beings. Being in nature has the power to make us feel better and give us both physical and mental strength.

John Muir (1838–1914) was an influential Scottish-American author and naturalist. He played an important role in protecting wilderness areas in the United States and founded the Sierra Club, an American conservation organisation. He is sometimes called the 'Father of the National Parks'. The quote was originally published in Muir's book *The Yosemite* (1912).

OBJECTIVES

Read the unit objectives to the class.

UNIT OPENER QUESTIONS

Encourage students to look at the quote and take one or two suggestions from the class about what they think it means.

Ask students to look at the picture on the page and encourage them to share their ideas. Ask prompt questions such as 'Where do you think this photo was taken? How important is nature and being outside for you? Do you think it is worthwhile to prevent the building of an airport or of a road to save a rare animal species?' If students share any good ideas or useful language, write these on the board.

Students look at the questions at the bottom of the page. Model one possible answer, explaining why the countryside or the city is more relaxing for you. Students discuss the questions in pairs.

Monitor and assist as necessary. When students have finished the activity, ask one or two pairs to share their ideas with the class. Encourage students to listen to one another and respond with their own ideas and opinions.

WORKSHEETS

Lesson 11.1 Natural wonders

Grammar: The passive (present and past simple) (W59)

Vocabulary: Natural features (W60)

Lesson 11.2 Animal images

Grammar: Adjective + to + infinitive (W61)

Vocabulary: Animals (W62)

Lesson 11.3 Throw-away world

Grammar: *even* (W63)

Vocabulary: *somewhere, nowhere, everywhere, anywhere* (W64)

Sample Pages Teacher's Book

9.3 make and do expressions

Match the expressions (1–6) with the pictures (a–f).

- 1 make a mess **f**
- 2 make a mistake **a**
- 3 do some damage **c**
- 4 make a decision **b**
- 5 do your homework **d**
- 6 make a complaint **e**



► Go back to page 87.

10.1 Electronic devices

A Label the pictures of electronic devices (1–6) with the words in the box.

drone e-reader fitness tracker
power bank tablet USB drive



- 1 fitness tracker
- 2 tablet
- 3 power bank
- 4 drone
- 5 e-reader
- 6 USB drive

B Complete the sentences with the devices in Exercise A. There is one word you do not need.

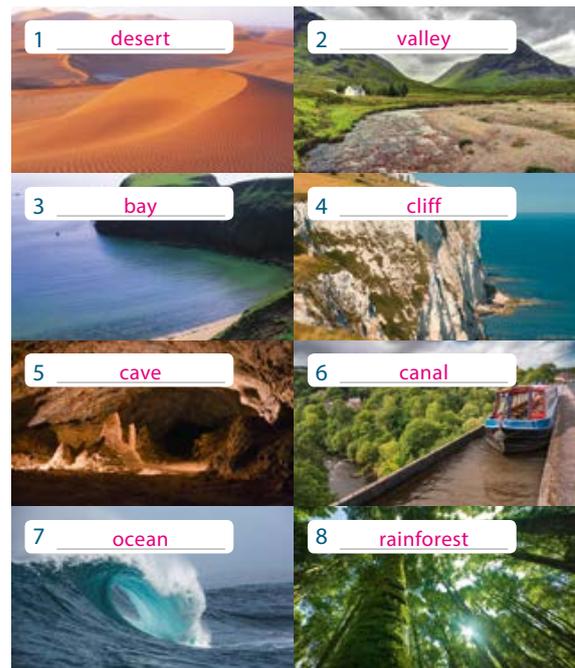
- A power bank is great when you are not at home and your phone battery runs out.
- He always uses his USB drive to transfer large files.
- I wear my fitness tracker 24 hours a day. I love it because it tells me how many steps I take.
- Tina got a drone for her birthday, but she was flying it in the back garden and it got stuck up in a tree!
- My husband won't buy an e-reader because he says he loves the feel and smell of paper books.

► Go back to page 92.

11.1 Natural features

Label the pictures (1–8) with the words in the box.

bay canal cave cliff desert ocean rainforest valley



► Go back to page 102.

11.2 Animals

Write the animal words in the box in the correct place.

alligator ant bear bee butterfly crocodile duck
eagle elephant fly frog gorilla lion lizard
monkey mosquito moth owl panda parrot
penguin shark snake tiger toad tuna

Mammals	Birds	Insects
bear elephant gorilla	lion monkey panda tiger	ant bee butterfly fly mosquito moth
Reptiles	Amphibians	Fish
alligator crocodile snake	lizard frog toad	shark tuna

► Go back to page 104.

Language Hub Pre-intermediate

11.2 Animal images

Read and talk about wildlife photography

V animals

G adjective + to + infinitive

P to /tə/

VOCABULARY

Animals

A SPEAK Work in pairs. Make a list of animals. You have one minute.

B Go to the **Vocabulary Hub** on page 151.

C SPEAK Work in pairs. Write down your three favourite animals. Tell your partner what you wrote. Explain your choices.

D SPEAK Work in pairs. Go to the **Communication Hub** on page 157 to see what your answers to Exercise C mean. Do you agree or disagree?

My first animal is a dolphin. I think I'm like a dolphin because it's smart, moves quickly, is very sociable and always in groups.

READING

A Match the words and phrases (1–5) with the definitions (a–e).

- d 1 habitat
 - c 2 wildlife
 - e 3 make eye contact
 - b 4 facial expression
 - a 5 life cycle
- a the series of changes that happen to an animal or plant during its life
 - b the look on someone's face that shows what their thoughts or feelings are
 - c animals, birds and plants that live in natural conditions
 - d the type of place that a particular animal usually lives in or a particular plant usually grows in
 - e situation in which two people look at each other's eyes



Behind the lens: Anthony Remy, wildlife photographer

You may not know Anthony Remy's name but you will almost certainly have seen one of his photos. He spoke to us about his 30-year career close-up with wildlife.

Q1 **Where did your interest in wildlife photography come from?**

I grew up in Canada with nature right on my doorstep. I just had to step outside and I could see all manner of mammals, reptiles, birds and amphibians. One day my older cousin, Julian, took me to see a grizzly fishing with her cub ... from a safe distance, of course. Julian passed me his camera so that I could zoom in. It was great to watch them so closely, I never wanted to forget it. I pressed the shutter and that's when I decided what I wanted to do for the rest of my life.

Q2 **Is it easy to find work? I imagine it's quite difficult.**

It is at first when no one knows your name and you don't have any contacts at magazines. Over time your reputation grows. You ask local shops to put up framed photos or sell some of your cards ... you know, anything to make a living!

Q3 **I guess you're asked this a lot but what's your favourite animal?**

Well ... I love dogs ... I have four at home. In terms of photography though orang-utans without a doubt.

Q4 Their name literally means 'person of the forest'

in Malay and you can see why. It's not just their body language and facial expressions that are so like ours, but also their social interactions. Over my career I've also taken a lot of photos

Q5 of spiders, which you may not

Q6 understand! But most people come to realise, like me, that up close they are unexpectedly fascinating.

Q7 **And which animal don't you enjoy taking photos of?**

Well some animals are so 'seen' there are hundreds of photographs of them ... you know, elephants, eagles, tigers.

Q8 It isn't easy to take something amazing that everyone would be interested in. Certain types of monkeys are challenging too as they don't want to make eye contact with people. Then there are lemurs which will look you in the eye, in fact they'll climb all over you, but they live deep in the Madagascan rainforest. Habitats like that are hard to get to, especially carrying camera equipment.

Q9 **So any top tips for future wildlife photographers out there?**

Don't rush out and spend a fortune on a new camera. It really isn't the most important thing. An interest in animals is obvious but essential. Unless you are incredibly lucky, be prepared for uncomfortable hours or even weeks waiting for the perfect shot. Researching habitats and life cycles can

Q10 certainly help this. If you watch an animal for long enough,

Q11 you can predict its behaviour. For example, I always know when a grizzly will swipe for the salmon and so I am there ready to capture the moment.

Glossary

body language (n) the movements or positions of your body that show others what you are thinking or feeling

close-up (n) a picture of someone or something taken from a position very near them

make a living (phrase) to earn money from a job



Sample Pages Teacher's Book

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 W62 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 exchanges 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 work 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.

- The volcano ^{is} located in the middle of a jungle.
- The cliffs were ~~form~~ ^{formed} 200 million years ago.
- The museum ~~was~~ ^{is} opened by the President last night.
- The mountain is ~~make~~ ^{made} of a strong type of rock.
- The village ~~doesn't~~ ^{isn't} known for its art.
- The new park wasn't ~~open~~ ^{opened} by anyone famous.
- She ~~was~~ ^{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, wise, clever, small, cheeky, proud, dog, bat, ox, donkey, dinosaur, loyal, blind, strong, stubborn, extinct, pig, cat, fish, greedy, independent, slippery

Think of animals that these adjectives could describe.

lazy, thoughtful, selfish, kind, sensible, sensitive, cold, cheerful, impatient, hard-working, easy-going, stylish, reserved, antisocial, moody

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.

B Complete the text messages with the correct passive form of the verbs in brackets.

Gloria: How was your trip to Uluru?

Toby: Great! I learnt a lot. I (1) was helped (help) by all the tourist information there.

Gloria: Like what?

Toby: Well, it (2) is made (make) of sandstone and it's nearly 350m high.

Gloria: Cool. What else did you learn?

Toby: It (3) was created (create) over 600 million years ago.

Gloria: Wow, that's really old!

Toby: I know! Also, it (4) is owned (own) by the native Australian people.

Gloria: I thought the government owned it.

Toby: It's (5) not owned (not own) by them. They just manage it.

➤ Go back to page 103.

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.

Language Hub Pre-intermediate

Café Hub

11.4 Power cut

F tell a story

P showing interest



COMPREHENSION

A ▶ **00:00–03:33** Watch the first part of the video and answer the questions.

- 1 What is a 'power cut'? **When all the lights go out and there is no power.**
- 2 What kind of story does Sam tell Neena and Gaby? **A story about a time he was scared when the power went out.**
- 3 How do Neena and Gaby feel as Sam tells the story? **More and more frightened.**
- 4 How do you think Sam's story ends?

B ▶ **03:33–04:29** Watch the second part of the video. Compare the end of Sam's story with your ideas in Exercise A. Is it a good story?

C ▶ Work in pairs. Put the events of Sam's story in the correct order (1–10). Then watch the video again and check your answers.

- | | |
|--|-----------|
| a After <u>that</u> , I tried to switch the lights on, but there was no power. | 7 |
| b I wasn't alone. | 10 |
| c It was <u>stormy</u> . Very stormy. | 2 |
| d I arrived back at my uncle's house, got out of the car and walked up to the front door. | 3 |
| e So <u>anyway</u> , I went inside and called out to see if my uncle was home. 'Uncle Mike' I shouted – there was no answer. | 5 |
| f It all <u>started</u> on a stormy night when I was in Cornwall staying with my uncle. | 1 |
| g I walked into the kitchen and sat down in the dark. My uncle was missing – I was <u>scared</u> . | 8 |
| h I pushed the door and the wind blew it open. | 4 |
| i In the <u>end</u> , I sat there alone in the dark. | 9 |
| j Then the front door slammed shut behind me. | 6 |

D Match Sam's sentences (1–5) with the replies (a–e).

- | | |
|--|---|
| 1 This reminds me of a very scary experience I once had. | a Where is Cornwall? |
| 2 It all started on a stormy night when I was in Cornwall staying with my uncle. | b You <u>poor</u> thing! |
| 3 Can I continue my story now? | c How <u>awful</u> ! |
| 4 I was scared. | d So, <u>tell</u> us. What happened? |
| 5 My phone was dead. | e Sure. Go on. |

Sample Pages Teacher's Book

11.4



MILLY



SAM



NEENA



ZAC



GABY

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 <u>stormy</u> /windy/raining. The sun was shining and it was hot.
Use linking phrases
Beginning: At first ... / To start with ... / It all ² <u>started</u> ...
Middle: Then ... / After ³ <u>that</u> ... / So ⁴ <u>anyway</u> , ...
End: In the ⁵ <u>end</u> , ...
Say how you felt
I was excited/surprised/worried/relieved/frightened/ ⁶ <u>scared</u> .
Keep the story going
Go on. / So, ⁷ <u>tell</u> us. (Then) What happened?
Respond to dramatic events
You ⁸ <u>poor</u> /lucky thing. How ⁹ <u>awful</u> /frightening/funny. That's terrible/awful/funny.

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

- 1 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.

- 2 Write down three things you could tell your partner to get him/her to give those responses.
3 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!

Glossary

- power outage (n) (American)** power cut – a period when the electricity supply stops
flashlight (n) (American) torch

PRONUNCIATION

Showing interest

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

11.7

Very interested	Not very interested
<i>That's awful.</i>	<i>You lucky thing.</i>
<i>That's terrible.</i>	<i>How frightening.</i>
<i>You poor thing.</i>	<i>How interesting.</i>

- B** Listen again and repeat the responses.

11.7

- C SPEAK** Work in pairs. Practise 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 ideas. Include background information, linking phrases and say how you felt.

A time when ... you got lost / you lost your keys / you met an old friend / you won a prize / something happened on holiday.

- B** Tell each other your stories and react and respond appropriately.

A: I lost some car keys once.

B: That's awful!

A: I was on holiday with the family in Menorca ...

B: Where is Menorca?

○ Tell a story

- Turn to **page 168** to learn how to write an email giving suggestions and advice.

Language Hub Pre-intermediate

11.4 Power cut

COMPREHENSION

- A** ▶ 00:00–03:33 Students look at the images and guess what is happening (*there has been a power cut*). Play the first part of the video for students to answer the questions. Play the section again. Students check their answers before checking with the class. Elicit answers to Question 4, but do not correct or confirm their ideas.
- B** ▶ 03:33–04:29 Play the second part of the video. Elicit similarities and differences. Ask the class whether Sam's story was good.
- C** ▶ Students put the events of Sam's story in order in pairs. Play the complete video for students to check their answers.
- D** Allow students to compare their answers in pairs before checking with the whole class.

FUNCTIONAL LANGUAGE

- A** Students look back at Comprehension Exercises C and D and complete the phrases in the box with the underlined words.

- B** Focus students' attention on the activity and the differences between American and British English. Explain that both forms are correct and they can use either when speaking.

PRONUNCIATION

- A** ▶ Play the audio. Check answers with the class.
11.7
- B** ▶ Play the audio again for students to listen and repeat.
11.7
- C** Students practise saying the responses in pairs.

SPEAKING

- A** Give students time to work on their story.
- B** Model the example with a stronger student. Students work in pairs telling each other their stories and responding appropriately. Take feedback from one or two pairs and encourage students to respond to each other's intonation.

VIDEOSCRIPT

Café Hub 11.4 Power cut

G = Gabby S = Sam N = Neena Z = Zac

- G:** Did I win? I'm pretty sure I won.
S: The whole street is dark. No lights. I think it's a powercut!
N: Maybe it's the storm?
S: Brrr... This reminds me of a very scary experience I once had.
N: So tell us... What happened?
S: It all started on a stormy night when I was in Cornwall staying with my uncle.
G: Where is Cornwall?
S: Cornwall's in the South-West of England. It's known for its storms. Can I continue my story now?
G: Sure, go on.
S: So as I was saying, it was stormy. Very stormy. I arrived back at my uncle's house, got out of the car and walked up to the front door. It was so windy...
G: Then what happened?
S: Well, the house was covered in leaves and branches. I pushed the door and the wind blew it open.
G: Woah! What was that?
N: I think it was my bedroom door, it does that sometimes...
S: So anyway, I went inside and I called out to see if my uncle was home. 'UNCLE MIKE', I shouted. There was no answer. Then the door slammed shut behind me. After that, I tried to switch the lights on, but there was no power.
N: Where was your uncle?
S: Good question... It was very dark as I slowly walked down the hallway. It was so windy outside that the whole house was shaking. There was a loud crack of thunder.
G: So go on?
S: I walked into the kitchen and sat down in the dark. My uncle was missing. I was scared.
G: You poor thing!
N: Yeah that's terrible!
G: Why didn't you use a torch?
S: I didn't have one, and my phone was dead.
G: How awful!

- N:** So what happened?
S: Well... In the end, I sat there, and I waited. Alone in the dark. Except... I wasn't alone...
Z: Whoa! Take it easy – it's me!
S: Are you okay Neena?
N: Yes. Of course. I'm fine. I'm absolutely fine.
G: Sam! Finish the story! Who was there?
S: Oh, just my uncle, he was upstairs, trying to fix the power...
N: What? Is that it? Is that the story?
S: Er, yeah that's it. OK! Who wants to play another game?
Z: I'm in!
N: Why not...
G: Perfect. I can win again! Did I win? I'm pretty sure I won.

TEACHING IDEA

by David Seymour and Maria Popova

Speaking: Storyboard

Explain that you will tell a story without speaking: you will only draw on the board and mime, and students will have to guess each line of the story. When they get a correct sentence, you'll nod and they will write it down.

It was a beautiful morning. The sun was shining and the birds were singing. I got up early, had breakfast and took the dog for a walk along the beach. After an hour or so, it got cloudy and the wind started blowing. I turned for home but got caught in a heavy downpour. Then the thunder and lightning started. The waves on the sea got higher and higher...

Arrange students in small groups and ask them to continue the story, e.g. *The storm got a lot worse.*

Speaking: Story words

In small groups, students select 20 recently learnt items of vocabulary and write them on a large piece of paper. Ask groups to swap their lists. Each group puts the list of words that they received in the middle and take turns using the words in a story, adding one line each. Encourage students to use the useful phrases from this lesson.

Sample Pages Teacher's Book

Unit 11 Writing

11 Writing

Write an email giving suggestions and advice

making suggestions and giving advice

A Look at the places in the pictures. Where do you think they are? Read the emails quickly and match them with the pictures. Were your ideas correct?



a To: Sam
Subject: RE: Any advice?
You really must visit the Joshua Tree National Park when you're in California. It isn't far from Los Angeles and it's really easy to get to by car. It's named after the famous Joshua trees that are found there. It's an amazing desert landscape with huge rocks and boulders everywhere. If I were you, I'd spend at least two days there. You can camp there, but it's a good idea to book in advance.

b To: Carlos
Subject: RE: Vietnam tips
In Vietnam, Halong Bay is a must. There are thousands of different-sized islands and rock formations coming out of the sea. It really is an incredible place. According to legend, the bay was formed when an angry dragon destroyed a mountain with its tail. It isn't too far from Hanoi. I'd recommend taking an organised tour from there.

c To: Teresa
Subject: RE: Where to go
If you're in the north of England, you really should visit the island of Lindisfarne. It's about a mile from the mainland and you can drive across to it when the tide is out. But when the tide comes in, it becomes a true island. It's a magical place with some beautiful beaches. I suggest you head to the north of the island to get away from the crowds of people. Make sure you check the times of the tides so you know when it's safe to cross.

B Read again and complete the table.

	a	b	c
Name of place			
Location			
Key features			
How to travel there			

C Complete the box with words from the emails.

Making suggestions and giving advice

When/if you're in ...
I suggest you ...
I'd ¹ **recommend** + verb + -ing ...
You (really) ² **should** / ought to / must ...
If I ³ **were** you, I ⁴ **'d** ...
... is a must.
Make ⁵ **sure** you ...
It's a good ⁶ **idea** to ...

D Write the words in the correct order to make sentences.

- It's / to / a / book the train in advance / idea / good
- I / in April or May / suggest / go / you
- I'd / at least two or three days / staying / recommend
- If / in Krakow, / you're / the Wieliczka Salt Mine / visit / really / you / should
- When / in Oxford, / you're / make / you / sure / the Natural History Museum / visit
- If / I'd / you, / were / I / for a few days / hire a car

WRITING

A PLAN Imagine a friend is visiting your country or a country you know. You are going to write a short email (50–100 words) to make some suggestions and to give some advice about a place to visit.

B WRITE Use the Writing skills box and include information about:

- where it is
- how to get there
- the main features of the place

C REVIEW Work in groups. Read each other's emails. Which place would you most like to visit?

Answers

a: Joshua Tree National Park; California; Joshua trees, desert, landscape, rocks and boulders; by car

b: Halong Bay; Vietnam; different-sized islands and rock formations; by organised tour (from Hanoi)

c: Lindisfarne; north of England; beautiful beaches; by car (when the tide is out)

Refer students to these emails as models for the writing task.

Answers

- It's a good idea to book the train in advance.
- I suggest you go in April or May.
- I'd recommend staying at least two or three days.
- If you're in Krakow, you really should visit the Wieliczka Salt Mine.
- When you're in Oxford, make sure you visit the Natural History Museum.
- If I were you, I'd hire a car for a few days.

Students can do this in class or for homework.

WRITING

- Point out images 1–3 and elicit ideas from the class on where these places are. Students scan the emails, match them to the pictures and check their answers.
- Students read the emails again and complete the table.
- Focus students on the box. They complete the phrases with words from the emails. With a weaker group, you may want students to do this activity in pairs. Check answers with the class.
- Students rewrite the sentences on their own and compare their answers with a partner. Check answers with the whole class.

WRITING TASK

- Focus students on the activity. Give them time to choose the place they are going to give advice about and make notes.
- Students write their emails. Encourage them to use the writing prompts and useful language box to help them. Monitor and assist when necessary.

- Arrange students in small groups to share their emails. Ask the groups to choose the place they would most like to visit. Take feedback from each group and encourage students to respond to each other's ideas. You can also include a stage of peer correction here. Students exchange and correct each other's emails. If you feel this might be too sensitive you can also take a few representative errors from students' work and board them. Students then correct the errors.

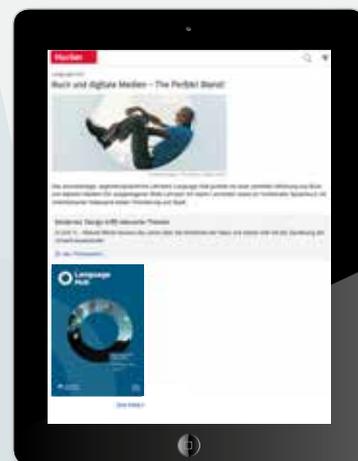
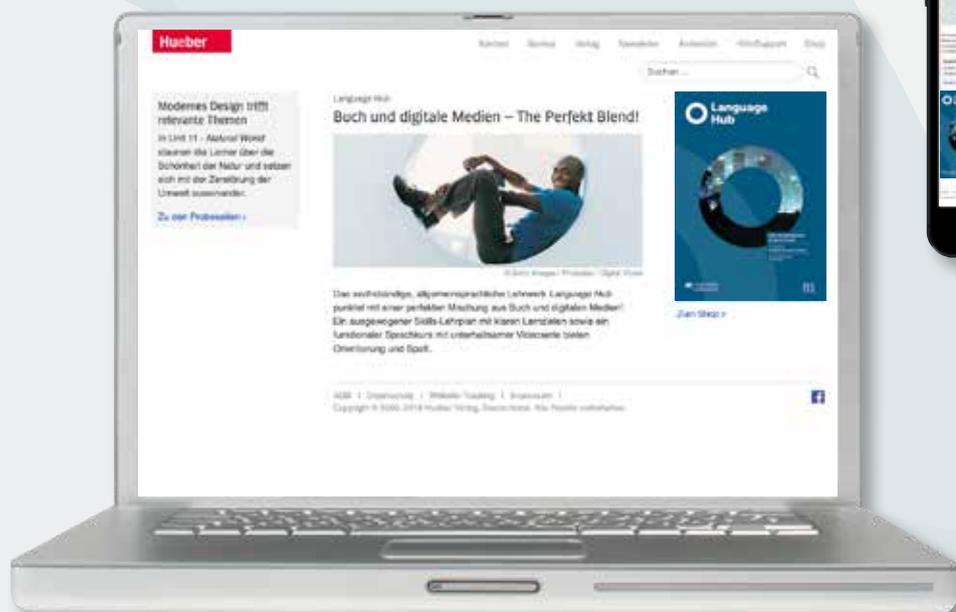
Extra activity

For homework, ask students to research a place they would like to visit. They should imagine that they work for a travel agency and write a short promotional leaflet to encourage people to visit the place they have researched. Students could swap leaflets with their classmates in the next lesson and give feedback on each other's writing.

Resource Website (free of charge): www.hueber.de/language-hub

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to access:

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