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.

- **IN TUITIVE & 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!

New in Summer 2019:

**Elementary**
- Student's Book + App
  - € 30,00 (D) / € 30,90 (A)
  - ISBN 978-3-19-032984-7

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  - € 18,00 (D) / € 18,50 (A)
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At the beginning of 2020:

**Beginner**

**Upper Intermediate**

**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.

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**OBJECTIVES**

- Talk about natural wonders
- Read and talk about wildlife photography
- Talk about the causes and effects of plastic pollution
- Make us feel better and give us both physical and mental strength.

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**11.1 Natural wonders**

**LEAD-IN**

Talk about what the students think are the most beautiful natural wonders of the world. It may be interesting to pose the question globally. Natural wonders are different to the students as they may think of nature in the countryside, not in the city. Ask the students to describe their school or the city where they live.

**VOCABULARY**

- What are the students describing so far? What vocabulary do they need? Write the following words on the board: natural wonders, features, Mount Everest, Grand Canyon, Victoria Falls, Great Barrier Reef, the Amazon. Ask the students to read them and repeat them.

**UNIT OPENER QUESTIONS**

- What are the students referring to? What vocabulary do they need? Write the following words on the board: natural wonders, features, Mount Everest, Grand Canyon, Victoria Falls, Great Barrier Reef, the Amazon. Ask the students to read them and repeat them.

**PRONUNCIATION**

- What are the students referring to? What vocabulary do they need? Write the following words on the board: natural wonders, features, Mount Everest, Grand Canyon, Victoria Falls, Great Barrier Reef, the Amazon. Ask the students to read them and repeat them.

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**AUDIOSCRIPT**

11.1 Natural wonders

**LISTENING**

- Ask the students to do the exercises on page 111. Ask them to underline any key words that will help them find the answer in the audio. Play it again for them.

**EXTRA ACTIVITY**

- Ask the students to ask each other about the places they would like to visit. Students should say where the place is and what they like about the place. Play the audio for students to answer the questions. Play it again for students to check their answers.

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**SAMPLE PAGES**

*Language Hub, Pre-intermediate, Teacher’s Book*
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.
- 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.

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**11.1 Natural wonders**

**Talk about natural wonders**

- Work with a partner. Discuss the questions.
  - Do you find the city or the countryside more relaxing? Why?
  - Look at the picture. What wildlife is there in your city?

**Vocabulary**

- Natural wonders
  - Label the picture (1–7) with the words in the box.
  - Go to the Vocabulary Hub on page 135.
- Pronunciation
  - Work in pairs. Test your general knowledge! Make sentences about these natural wonders using a word from each column. Discuss what you know about them.

**Listening**

- The places to be put in order according to how unique the place is... Listen to the radio show again and answer the questions.

**Speaking**

- Work in pairs. Choose a natural wonder in your country or Iceland and answer the questions.
  - Why are people attracted to it?
  - What is it surrounded by?
  - Where is it located?
  - When was it formed the most recently?
  - Which is the highest?
  - Which is the most visited?
  - Which is the most famous for its different colours?
  - Which is the best shaped?
  - Which is the most beautiful?
  - Which is the most similar to anything else?
  - Which is the most famous for its different shapes?
  - Which is the most visited by tourists?

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**Glossary**

- **A** discovery of chalk and limestone in the 1800s.
- **B** makes a detailed plan of future trips.
- **C** location of the ancient city of Rome.
- **D** makes a trip around the world.
- **E** most visited by tourists.
- **F** is the highest in the world.
- **G** is located in two countries.
- **H** is the most famous for its different shapes.
- **I** is the most beautiful of all the volcanoes.
- **J** is the most visited by tourists.
- **K** is the most similar to anything else.
- **L** is the best shaped.
- **M** is the most famous for its different colours.
- **N** is the highest of all the mountains.
- **O** is the most visited by tourists.
- **P** is the most beautiful of all the mountains.
- **Q** is the most similar to anything else.
- **R** is the best shaped.
- **S** is the most famous for its different shapes.
- **T** is the highest in the world.
- **U** is located in two countries.
- **V** is the most visited by tourists.
- **W** is the most similar to anything else.
- **X** is the best shaped.
- **Y** is the most famous for its different colours.
- **Z** is the most beautiful of all the mountains.

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**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.
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

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

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

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).

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

1. A ___ power bank ___ is great when you are not at home and your phone battery runs out.
2. He always uses his ___ USB drive ___ to transfer large files.
3. I wear my ___ fitness tracker ___ 24 hours a day. I love it because it tells me how many steps I take.
4. Tina got a ___ drone ___ for her birthday, but she was flying it in the back garden and it got stuck up in a tree!
5. 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 toad tuna

Mammals  Birds  Insects
bear  ant  duck  eagle  mosquito
elephant  bee  parrot  penguin  moth
lion  butterfly  monkey  panda  toad

Reptiles  Amphibians  Fish
crocodile  frog  alligator  snake  shark

Go back to page 104.
11.2 Animal images  Read and talk about wildlife photography

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.

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.

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!

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.

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 of spiders, which you may not understand! But most people come to realise, like me, that up close they are unexpectedly fascinating.

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. 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.

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

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

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 by all the tourist information there.

Gloria: Like what?

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

Gloria: Cool. What else did you learn?

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

Gloria: Wow, that’s really old!

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

Gloria: I thought the government owned it.

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

Go back to page 103.

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.

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.
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 that, I tried to switch the lights on, but there was no power.

b. I wasn’t alone.

c. It was stormy. Very stormy.

d. I arrived back at my uncle’s house, got out of the car and walked up to the front door.

e. So anyway, I went inside and called out to see if my uncle was home. ‘Uncle Mike’ I shouted – there was no answer.

f. It all started on a stormy night when I was in Cornwall staying with my uncle.

g. I walked into the kitchen and sat down in the dark. My uncle was missing – I was scared.

h. I pushed the door and the wind blew it open.

i. In the end, I sat there alone in the dark.

j. Then the front door slammed shut behind me.

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

1. This reminds me of a very scary experience I once had.

2. It all started on a stormy night when I was in Cornwall staying with my uncle.

3. Can I continue my story now?

4. I was scared.

5. My phone was dead.

   a. Where is Cornwall?

   b. You poor thing!

   c. How awful!

   d. So, tell us. What happened?

   e. Sure. Go on.
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 stormy / windy / raining.
The sun was shining and it was hot.

Use linking phrases
Beginning: At first … / To start with … / It all 2 started …
Middle: Then … / After 3 that … / So 4 anyway …
End: In the 5 end …

Say how you felt
I was excited / surprised / worried / relieved / frightened /
6 scared …

Keep the story going
Go on / So, 7 tell us. (Then) What happened?

Respond to dramatic events
You 8 poor / lucky thing.
How 9 awful / 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.

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.

<table>
<thead>
<tr>
<th></th>
<th>Very interested</th>
<th>Not very interested</th>
</tr>
</thead>
<tbody>
<tr>
<td>That’s awful.</td>
<td>You lucky thing.</td>
<td></td>
</tr>
<tr>
<td>That’s terrible.</td>
<td>How frightening.</td>
<td></td>
</tr>
<tr>
<td>You poor thing.</td>
<td>How interesting.</td>
<td></td>
</tr>
</tbody>
</table>

B Listen again and repeat the responses.

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.
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 second part of the video for students to check their answers.
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.

**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.
11 Writing

Write an email giving suggestions and 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.

B Complete the box with words from the emails.

C Complete the box with words from the emails.

Making suggestions and giving advice

When/If you’re in …
I suggest you …
I’d recommend you …
It’s a good idea to …
I’d hire a car for a …

Answers
a: Joshua Tree National Park, California. It’s north of 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 you 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: 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
1 It’s a good idea to book the train in advance.
2 I suggest you go in April or May.
3 I’d recommend staying at least two or three days.
4 If you’re in Krakow, you really should visit the Wieliczka Salt Mine.
5 When you’re in Oxford, make sure you visit the Natural History Museum.
6 If I were you, I’d hire a car for a few days.

Students can do this in class or for homework.

WRITING

A Point out images 1–3 and elicit ideas from the class on where these places are. Students study the emails, match them to the pictures and check their answers.

B Students read the emails again and complete the table.

C 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.

D Students rewrite the sentences on their own and compare their answers with a partner. Check answers with the whole class.

WRITING TASK

A Focus students on the activity. Give them time to choose the place they are going to give advice about and make notes.

B Students write their emails. Encourage them to use the writing prompts and useful language box to help them. Monitor and assist when necessary.

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

Visit the resource website to access:
- Teacher’s Book samples
- Student’s Book samples
- Workbook samples
- Course CEFR Mapping
- Teacher’s App Video
- Student’s App Video