

Language Café

Take the complexity
out of teaching English



macmillan
education

A new six level American English
course for young adults
from Starter to Level 5

Language Café is a new **six-level general English course** for adult learners **designed to take the complexity out of teaching English.**

It promotes effective communication and helps to build learners' confidence with regular opportunities for meaningful practice.



At its core is a **well-balanced skills syllabus** with clear learning outcomes using a range of **interesting topics**, and a **functional language** strand presented through an **entertaining video series.**



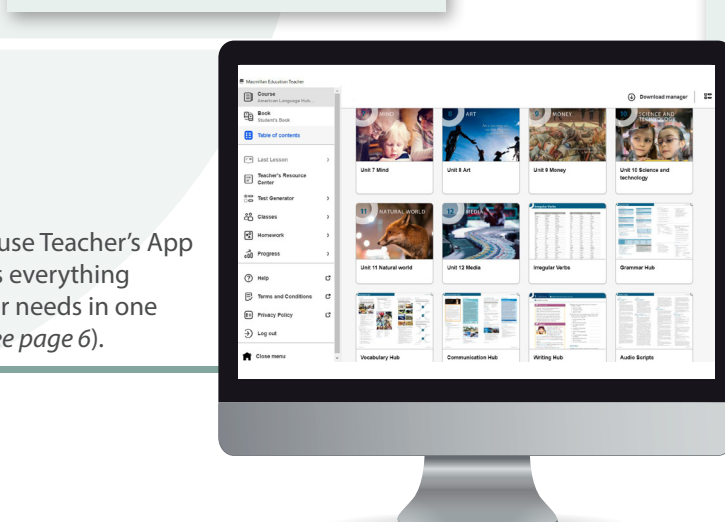
With **Language Café**, producing interesting and motivating lessons has never been easier.

*Language Café is a brand new course designed especially for teachers and students in Asia, adapted from Macmillan Education's American Language Hub. We also offer British English version Language Hub, if you're interested, please contact us via Asia.Education@macmillaneducation.com

Step-by-step instructions



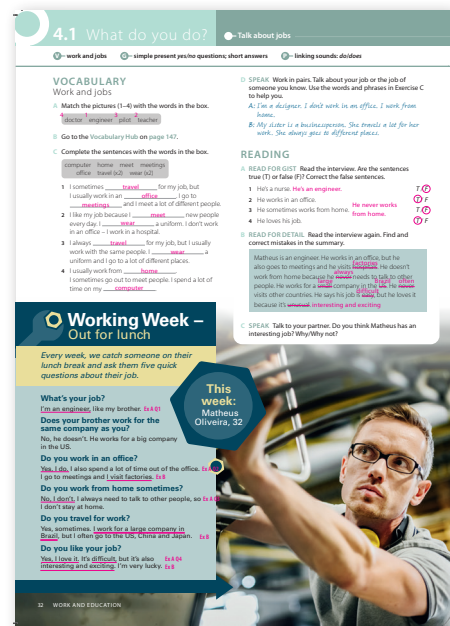
Highlighted passages with correct answers for reading and listening tasks



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

The Language Café Book
really helps
**to take the complexity
out of teaching English**
by offering:

Annotated 'teach-off-the-page' lessons



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



Language Café is designed to boost motivation and build learners' confidence and effective communication in a variety of adult general English situations.

Magazine style unit openers

11

THE BODY

Health is the greatest possession.
Lao Tzu

A woman doing yoga on an empty beach.

OBJECTIVES

- talk about the body and health
- talk about your experiences
- talk about sports and hobbies
- ask for information
- write a recommendation on a forum

Work with a partner. Discuss the questions.

- Read the quote. Do you agree?
- Look at the picture. Is exercise part of your morning routine?
- Where do you usually exercise?

THE BODY 111

Clear learning outcomes

5

WORK

There is no substitute for hard work.
Thomas Edison

Davidson, a former US Marine, is now a high-altitude construction worker, building roads in the Himalayas.

OBJECTIVES

- talk about the pros and cons of different jobs and say how they help society
- decide on the rules for a workplace or classroom
- answer questions on topics in which you are an expert
- give information about your work experience in a job interview
- write a cover email

Work with a partner. Discuss the questions.

- What do you like about your job or the subject you study?
- Read the quote. What do you think Edison meant? Do you agree with him?
- Look at the picture. Would you like to have this hard job? Why/Why not?

WORK 41

All lessons end with a speaking activity providing regular opportunities for meaningful practice

GRAMMAR

Present perfect with for and since

Write or print. Look at the sentences from Barry's interview and answer the questions.

Did my nephew join?

- Does Barry still do his old job?
- Is the action now finished or unfinished?
- What tense is the verb tense?
- Has he worked at the call center for a week?
- Does Barry still work at the call center?
- Is the action now finished or unfinished?
- What tense is the verb tense?

Choose the correct words to complete the rules.

Present perfect and simple past

- We use the **present perfect** / **simple past** to talk about actions or situations that started and finished in the past.
- We use the **present perfect** / **simple past** to talk about actions or situations that started in the past, but are unfinished and so continue until the present.

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

How long have you worked here?

Actually, I've been here about 3 years.

How long have you been here?

Present perfect with have, stay, for and since

- We use **have** + **stay** + **for** to ask about the duration of an action.
- We use **have** + **stay** + **for** to talk about the point in time when something started or finished (e.g. yesterday, last week).
- We use **have** + **stay** + **for** to talk about a length of time until the present (e.g. for three hours, two weeks).

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

For the last 3 years, I've been working at the call center.

Write or print. Use a verb in present perfect / simple past.

After school, I usually use a verb in present perfect / simple past.

PRONUNCIATION

Read, note, for, since

Listen and repeat.

- How long has he lived there?
- How long have you worked there?
- I've lived there for three years.
- I've worked there since last summer.

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VOCABULARY

Dependent prepositions (verb/adjective + for/with)

- Look at the phrases from 10-year-old Emily and from the cartoons. Are the words in bold verbs or adjectives? Complete each phrase with for or with.
- look **at** the newspaper
- prepare **for** the interview
- typical **of** the newspaper
- subtle **in** a younger person
- grind **at** the problem
- amuse **at** the problem
- work **at** the problem
- ask **for** the problem

Complete the questions with a verb or adjective from Exercise A.

- What do you **look at** for an ideal job?
- Do you think your mother makes people **amuse** or **work** for some jobs?
- Which of your achievements are you **grind** at?
- What big changes in your life are coming soon? How can you **prepare** for them?

SPEAK Work in pairs. Ask and answer the questions in Exercise B.

SPEAKING

- Think of three people who should receive an award for inspiring others because of their special or unusual achievements.
- Work in pairs. Discuss your choices and choose the most inspirational person. Write down some of your reasons for choosing that person.
- Work in groups. In pairs, give a short presentation about your inspirational person, explaining why the person should win the award. Also group vote for who should win the award.
- Tell the class about your group's choice. Why did the group feel the person was special? Did everyone in the group agree with the vote?

The Guardian

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

Seven Summits, Salomon TV

- Are you serious?

Comprehensive video input in the form of a **sitcom series** provides a model for **functional language in real-world situations**.

Café Hub 1.4 Good morning

COMPREHENSION

1. Watch the video. Complete the information about each person in the given categories below.

2. Write a question about each person in Exercise A.

3. Match the phrases (1-4) with the replies (5-8).

4. Listen to the audio. Check your answers to Exercise A.

5. Match the phrases (1-4) with the replies (5-8).

6. Listen to the audio. Check your answers to Exercise A.

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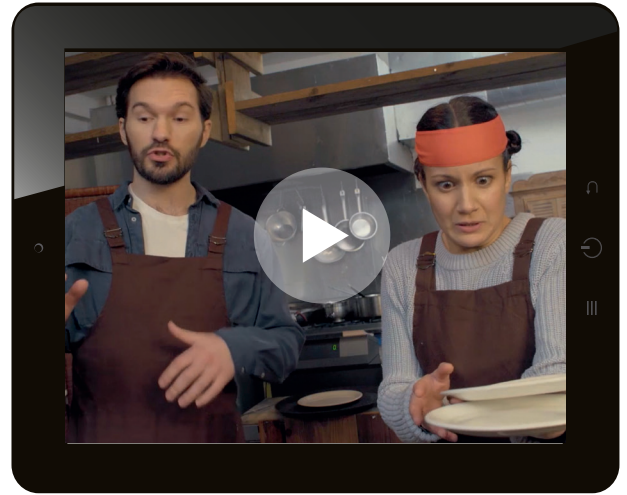
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At the back of each book there is a **Vocabulary** and **Grammar Hub**. Students are also encouraged to use **Communication Hubs** for pair work activities.

An individual writing page for each unit teaches a different writing skill and genre.

Vocabulary Hub

10.2 Seasons and weather

A. Label the images with the words in the box.

1. It's cloudy. 2. It's sunny. 3. It's rainy. 4. It's windy. 5. It's cold. 6. It's hot. 7. It's warm. 8. It's cool. 9. It's foggy. 10. It's misty. 11. It's clear. 12. It's bright. 13. It's dark. 14. It's light. 15. It's heavy. 16. It's light. 17. It's heavy. 18. It's light. 19. It's heavy. 20. It's light. 21. It's heavy. 22. It's light. 23. It's heavy. 24. It's light. 25. It's heavy. 26. It's light. 27. It's heavy. 28. It's light. 29. It's heavy. 30. It's light. 31. It's heavy. 32. It's light. 33. It's heavy. 34. It's light. 35. It's heavy. 36. It's light. 37. It's heavy. 38. It's light. 39. It's heavy. 40. It's light. 41. It's heavy. 42. It's light. 43. It's heavy. 44. It's light. 45. It's heavy. 46. It's light. 47. It's heavy. 48. It's light. 49. It's heavy. 50. It's light. 51. It's heavy. 52. It's light. 53. It's heavy. 54. It's light. 55. It's heavy. 56. It's light. 57. It's heavy. 58. It's light. 59. It's heavy. 60. It's light. 61. It's heavy. 62. It's light. 63. It's heavy. 64. It's light. 65. It's heavy. 66. It's light. 67. It's heavy. 68. It's light. 69. It's heavy. 70. It's light. 71. It's heavy. 72. It's light. 73. It's heavy. 74. It's light. 75. It's heavy. 76. It's light. 77. It's heavy. 78. It's light. 79. It's heavy. 80. It's light. 81. It's heavy. 82. It's light. 83. It's heavy. 84. It's light. 85. It's heavy. 86. It's light. 87. It's heavy. 88. It's light. 89. It's heavy. 90. It's light. 91. It's heavy. 92. It's light. 93. It's heavy. 94. It's light. 95. It's heavy. 96. It's light. 97. It's heavy. 98. It's light. 99. It's heavy. 100. It's light.

Grammar Hub

1.1 Simple present for positive and negative

2.1 Simple present for questions

3.1 Present continuous for positive and negative

4.1 Present continuous for questions

5.1 Present perfect for positive and negative

6.1 Present perfect for questions

7.1 Future simple for positive and negative

8.1 Future simple for questions

9.1 Future continuous for positive and negative

10.1 Future continuous for questions

11.1 Conditional simple for positive and negative

12.1 Conditional simple for questions

13.1 Conditional continuous for positive and negative

14.1 Conditional continuous for questions

15.1 Conditional perfect for positive and negative

16.1 Conditional perfect for questions

17.1 Modal verbs for positive and negative

18.1 Modal verbs for questions

19.1 Passive voice for positive and negative

20.1 Passive voice for questions

21.1 Imperative for positive and negative

22.1 Imperative for questions

23.1 Exclamatory sentences

24.1 Interjections

25.1 Conjunctions

26.1 Prepositions

27.1 Articles

28.1 Pronouns

29.1 Adjectives

30.1 Adverbs

31.1 Quantifiers

32.1 Determiners

33.1 Modifiers

34.1 Intensifiers

35.1 Attenuators

36.1 Emphasizers

37.1 Contrastors

38.1 Connectors

39.1 Transitions

40.1 Cohesive devices

41.1 Discourse markers

42.1 Sentence starters

43.1 Paragraph starters

44.1 Essay starters

45.1 Presentation starters

46.1 Conclusion starters

47.1 Recommendation starters

48.1 Agreement starters

49.1 Disagreement starters

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7 Writing Write a reply in an online discussion forum

comparing and recommending

A. Work in pairs and discuss the questions.

1. Have you ever ...

a. read an online discussion forum?

b. asked a question on an online discussion forum?

c. written a reply to somebody on an online discussion forum?

2. What kind of online discussion groups are you interested in? Use the ideas in the box and your own ideas.

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

3. What's good about using these websites? What's bad about them?

B. Read the forum post and the three replies. Which reply offers the best advice? What is the worst advice?

Hi. I have some relatives from another country coming to stay next week. I want to take them out to eat when they arrive after their long flight. I'm not sure whether to take them to an expensive restaurant or a fast-food joint. I've asked them which they prefer, and they say they don't mind ... but maybe they're just being polite. What do you recommend?

1. Do / Don't start with a clear recommendation. (I think you should ... I strongly recommend ...)

2. Do / Don't say it depends. The writer is asking you for a recommendation, so don't make their decision more complicated.

3. Do / Don't use comparatives to show why your opinion is better. (It's much quicker and easier ...)

4. Do / Don't just talk about what you prefer.

5. Do / Don't show that you have thought about the people in the situation. (They might be stressed after their flight, so ...)

6. Do / Don't give reasons for your recommendation.

7. Do / Don't add extra suggestions.

8. Do / Don't end with a clear recommendation. (... is far better)

WRITING

A. PLAN Read the forum post. What are the two options? Write notes on some arguments for and against each option.

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

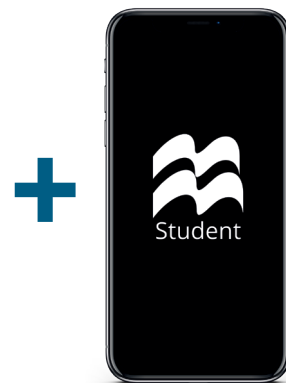
B. WRITE Which option will you recommend? Write your reply (100-150 words).

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

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

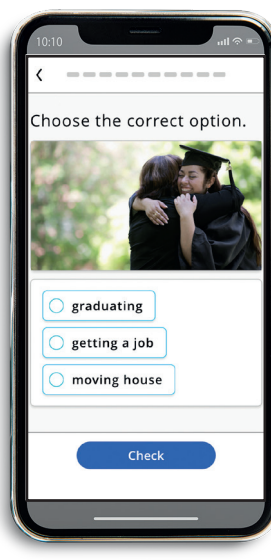
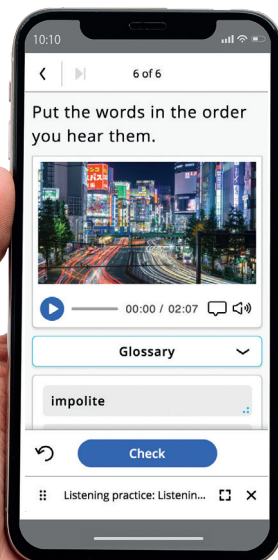
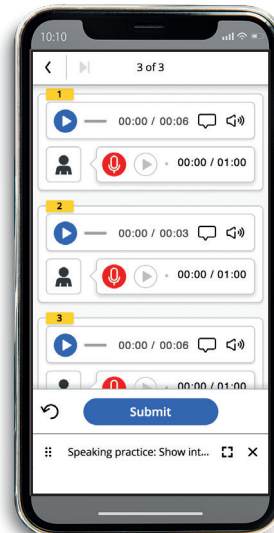
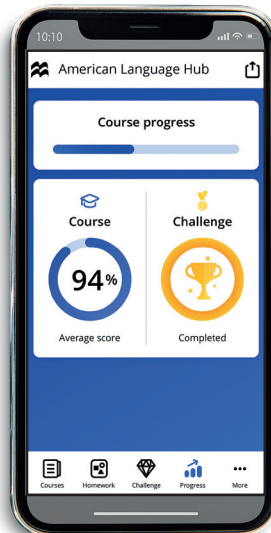
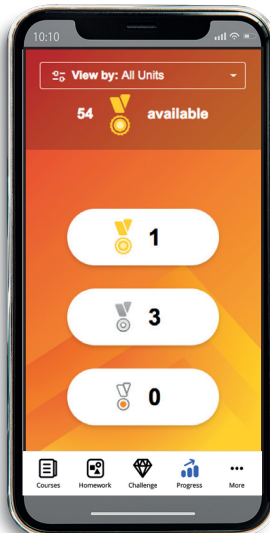


Student's Book



Student's App

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



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

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



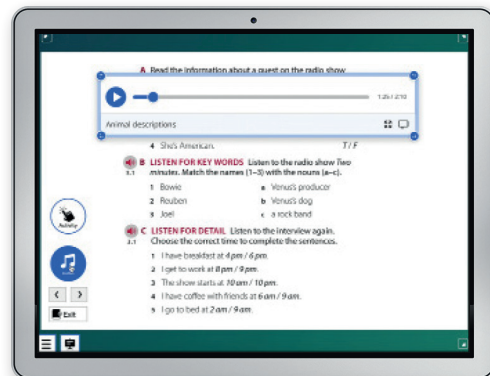
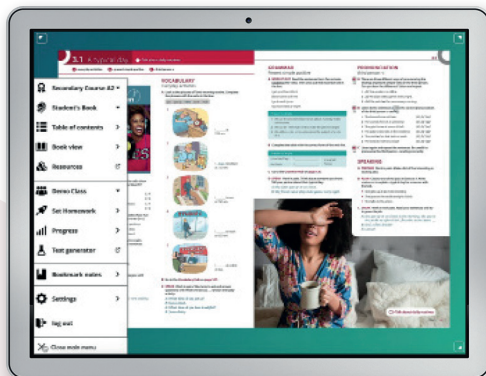
Teacher's Book



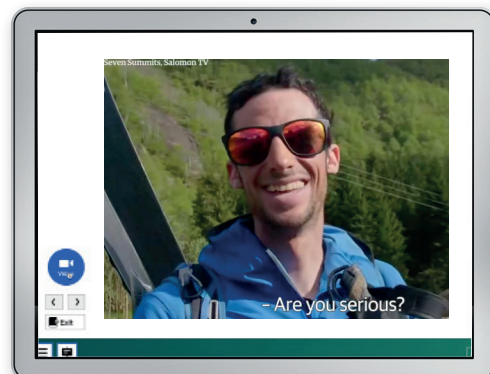
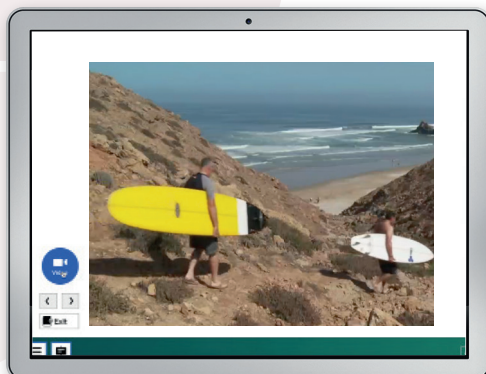
Teacher's App

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

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



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



Language Café

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

For STUDENTS



Student's Book



Student's App



Workbook without key

For TEACHERS



Teacher's Book



Teacher's App

All components aligned to the revised CEFR



Starter
A1



Level 1
A2



Level 2
B1



Level 3
B1+



Level 4
B2



Level 5
C1

	Starter	Level 1	Level 2	Level 3	Level 4	Level 5
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Workbook without key + Access to Audio	9781380060198	9781380060204	9781380060211	9781380060228	9781380060235	9781380060242
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