

Unit walkthrough

Macmillan English Hub Student's Book B1



Striking, magazine-style images and thought-provoking quotes grab students' attention

Probing questions pique students' interest and personalise the topic

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



Every main lesson has Grammar, Vocabulary and Pronunciation alongside skills work

Original topics engage students and encourage reading

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



Grammar Hub reference pages at the back of the book for easy reference

All lessons consolidated in a final speaking task

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

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Carefully-structured activities help develop key sub-skills

Clear headings highlight listening and reading sub-skills activities

2.2 The boomerang generation • Talk about your life and resolve

• work 1 preparation • present simple and present continuous • homograph pairs at the beginning of words

LISTENING

A Work in pairs. Choose the question.

- Why do you want to work at that company?
- When do you usually have time in your leisure?
- Why do some adults continue to live at home?
- What problems could this cause?

B Listen for Q1. Listen to the first part of the boomerang generation and answer the questions.

- What was the boomerang generation named?
- Who is it named after?
- Why is it named that way?
- What do you think is the best part of being a boomerang?

C Listen to all of the boomerang generation and match the activities with each speaker. Write Richard (R), Sophie (S), Alan (A) or Carla (C).

D Listen to the audio and answer the questions.

- What did you think of the first part of the boomerang generation?
- What do you think of the second part of the boomerang generation?
- What do you think of the third part of the boomerang generation?
- What do you think of the fourth part of the boomerang generation?


E Listen to all of the boomerang generation and match the activities with each speaker. Write Richard (R), Sophie (S), Alan (A) or Carla (C).

VOCABULARY

A Complete the sentences from the table with the correct preparation. Then listen and check your answers.

B Complete the sentences from the table with the correct preparation. Then listen and check your answers.

C Complete the sentences from the table with the correct preparation. Then listen and check your answers.



GRAMMAR

Fast simple – regular and irregular verbs

A **WORK IT OUT!** Complete the sentences (1–6). Then write what the years got started. Then match them with the correct past simple form in the box below.

- Back then, we _____ school and studied new things.
- She _____ exactly how many times it was until our next holiday or holiday.
- As children, we _____ back as most teenagers do.
- When _____ the team got started?

B Choose the correct options to complete the rules.

Fast simple regular and irregular verbs

- To make a verb regular, add **-ed** or **-d** to the end.
- To make a verb irregular, use the past simple form.
- To make a verb irregular, use the past simple form.
- To make a verb irregular, use the past simple form.

C Go to the Grammar Hub on page 126.

PRONUNCIATION

Fast simple irregular verbs /tʃ/, /dʒ/ and /dʒ/

A Complete the table with the words in the box. Listen and check.

B SPEAK: Make questions about your childhood using the prompts. Ask and answer these with a partner.

C SPEAK: Make questions about your childhood using the prompts. Ask and answer these with a partner.

VOCABULARY

Life events

A Look at when all the years got started again. First four important life events and match them with the pictures (a–d). How old were you when you did these things?

B Go to the Vocabulary Hub on page 146.

C SPEAK: Work in pairs. What age do you think people generally do these things in your country? At what age did your grandparents do these things? Tell your partner.

D SPEAK: Work in pairs. What are the advantages and disadvantages of being with your parents as an adult?

SPEAKING HUB

A Work in groups. You are going to tell your group about three first-time experiences. You should be true and you should be false. Use the ideas in the box or your own ideas.

B DISCUSS: Answer the questions. Make notes.

C DISCUSS: Tell the group about your first-time experiences. Take turns. Can you guess which experience are true and which are false?

• Talk about life events

Speaking Hub activity at the end of the lesson provides more detailed and structured speaking practice

Vocabulary Hub pages support each unit and provide extra practice to increase students' lexical bank

Vocabulary Hub

1.1

A SPEAK: Work in pairs. Look at the pictures. Describe the people and their relationships. Use the words in the box to help you.

B Complete the sentences with the words in the box.

1.2

A Match the descriptions (1–10) with the types of people in the box.

B Complete the sentences with the words in the box.

2.3

A Match the life events (1–10) with the photos (a–j).

B Complete the sentences with the words in the box.



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