

# Hot Spot



A1 A2 B1 B2 C1 C2

BEGINNER TO INTERMEDIATE

Colin Granger and Katherine Stannett

*Hot Spot* is a new course designed for the 'betweenagers' age group. Fun and engaging, it makes the most of the growing identity of the young teenager through motivating texts and stories, and lively illustrations and photography.

Each book contains seven theme-based modules made up of three double-page presentation lessons, a cross-cultural integrated skills lesson, a 'can do' review section, and a fun 'Extra special' lesson. The course has a transparent grammar syllabus which progresses steadily throughout the course, encouraging a discovery approach before practising and then personalising the grammar. There is a balance of skills work through the lessons, and the four skills are practised further in the integrated skills lesson which focuses on a cultural or cross-curricular aspect of the module theme.

Providing a focus on the UK and other English-speaking countries, *Hot Spot* offers a wealth of culturally rich content that will interest and motivate young teenagers learning English.

## TEENAGE COURSES

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### MACMILLAN DIGITAL



- Interactive CD-ROM
- Resource site - see p 10  
[www.macmillanenglish.com/hotspot](http://www.macmillanenglish.com/hotspot)

### SEE ALSO

Macmillan Readers p 84  
Spot On e-lessons  
[www.onestopenglish.com](http://www.onestopenglish.com)

### Extra special

#### Round the world jigsaw

**a** Work with two or three classmates. Match the puzzle pieces to make sentences. Use the pictures to help you.

**Tip**  
Don't worry if you don't know one of the answers. Do the easiest ones first and then guess the difficult ones!

**1** If you go to the USA, you may ...

**2** If you go to India, you may ...

**3** If you go to Egypt, you may ...

**4** If you go to Australia, you may ...

**5** If you go to Iceland, you may ...

**6** If you go to Paris, you may ...

**7** If you go to Scotland, you may ...

**8** If you go to the Netherlands, you may ...

**9** If you go to the Netherlands, you may ...

**10** If you go to Venice, you may ...

'Extra special' sections contain fun puzzles and mini plays

Mini projects in every module

#### Mini project

**1** Read Nathan's poster. What is Nathan's best piece of advice?

#### How to keep fit

#### Six pieces of advice

- 1** You should do 10 minutes of exercise every morning.
- 2** You shouldn't eat too much sugar. You shouldn't eat too many crisps.
- 3** You should eat lots of fruit and vegetables.
- 4** You shouldn't eat lots of sweets or chocolate.
- 5** You should go for a run every day.
- 6** You shouldn't stay up late. You should go to bed early.

*Nathan*

**2** Make a poster with some 'How to' advice. Here are some ideas:

- How to pass tests
- How to wake up early
- How to keep your room tidy
- How to make friends
- How to become a star student

**3** Compare your poster with your classmates. Do you agree with their advice?

Activities can form part of portfolios of work

**Key features**

- 'Check your English' activities at the end of every lesson encourage learners to take responsibility for their language learning in line with the CEF
- Grammar references and further practice can be found in the illustrated grammar summary at the back of the **Student's Book**
- Pronunciation activities in every module focus on common pronunciation problems using rhythm drills, intonation, stress patterns and vowel sounds
- Interleaved **Teacher's Book**, printed in full colour and spiral bound for ease of use and durability, includes editable tests
- Every 'Extra special' section contains a mini project that is perfect for homework projects and encourages communicative language use in line with the CEF
- The **Activity Book** contains learning diaries for students to record and review their personal progress, as well as a complete original story

Key learning objectives are clearly stated at the top of every lesson

Interactive activities that encourage real communication can be found in every lesson



**14 Helpful Herbert**

**Lesson objective**  
Making offers and requests

**1 Vocabulary**  
Look at the pictures and find these words.  
violin drums keyboards recorder double bass accordion flute amp

**2 Presentation**  
Listen and read. Who asks Herbert to:  
1 close the window?  
2 get some food?  
3 fix the amp?

Oh, I'm so cold. Herbert, could you close the window, please. And can I borrow your scarf?  
Yes, of course. And I'll find some gloves for you.

Herbert, I'm really hungry. Can you get a sandwich for me?  
And could you buy some crisps for me?

The amp doesn't work, Herbert. Could you fix it?  
No problem, Dan. And I'll turn up the volume as well.

Oh dear!

Sure. I'll get some drinks, too.

Oh dear!

Sure. No problem. Oh, dear. Of course.

**Real English**

Brightly coloured and highly detailed illustrations and photographs help to capture students' imagination and interest

**3 Comprehension**  
Read the story again. What three things does Herbert offer to do?  
1 find some gloves for Gabby

**Grammar spot**  
Requests: can/could  
Can I borrow your scarf, please?  
Can you get a sandwich for me?  
Could you close the window, please?  
Offers  
I'll find some gloves for you.  
I'll get some drinks.

**4 Grammar practice**  
a Put the words in order to make requests.  
I'm hot. Could you open the window, please?  
I'm thirsty. Can you get me a drink, please?  
I'm bored. Could you lend me your magazine?  
I can't find the library. Could you tell me where it is?  
My head hurts. Could you please give me some medicine?

**5 Listening**  
Listen to these four people. What are the problems? Complete the sentences.  
1 I want to go to the library but my bicycle is broken.  
2 I want to phone my friend but I haven't got a mobile phone.

**6 Pronunciation**  
Listen and practise saying these requests. Notice the intonation.  
1 Could you fix my computer?  
2 Can I borrow your calculator?  
3 Could I look at your book?  
4 Could you fetch my coat?  
5 Can you close the door?  
6 Can I use your MP3 player?

**7 Check your English**  
a Choose the correct words and make requests.  
1 Could I/you open the door for me, please?  
2 Can I/you use your phone, please?  
3 Could I/you borrow your DVD, please?  
4 Could I/you switch on the light for me, please?  
b Put these words into the correct order to make requests.  
open + window switch on + TV

**Study tip**  
Record verbs and nouns that go together.  
open + window switch on + TV

'Grammar spots' draw students' attention to the grammar point being studied without being overwhelming

'Study tip' boxes encourage students to take responsibility for their own learning and offer ideas to help consolidate new language

Hot Spot 3 Student's Book

**Hot Spot**

**level 1**

- Student's Book + CD-ROM 9780230723740
- Activity Book 9780230533714
- Teacher's Book + Test CD 9780230717886
- Class CDs 9780230533738

**level 2**

- Student's Book + CD-ROM 9780230723757
- Activity Book 9780230533752
- Teacher's Book + Test CD 9780230717909
- Class CDs 9780230533776

**level 3**

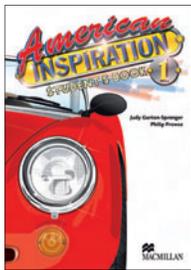
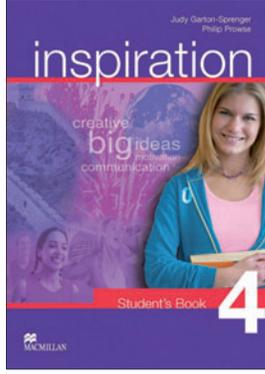
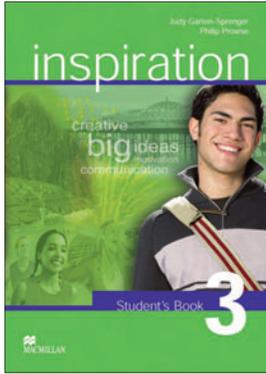
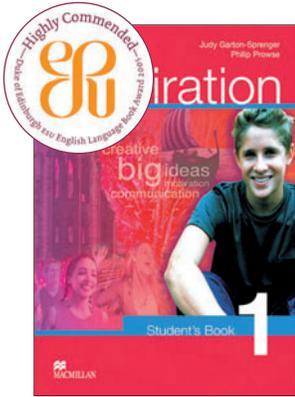
- Student's Book + CD-ROM 9780230723764
- Activity Book 9780230533790
- Teacher's Book + Test CD 9780230717923
- Class CDs 9780230533813

**level 4**

- Student's Book + CD-ROM 9780230723771
- Activity Book 9780230533837
- Teacher's Book + Test CD 9780230717947
- Class CDs 9780230533851

**SEE ALSO**

For downloadable versions of classic Colin Granger titles visit [www.macmillaneducation.com/bookstore](http://www.macmillaneducation.com/bookstore)



American English version available

Visit [www.macmillanenglish.com/americaninspiration](http://www.macmillanenglish.com/americaninspiration)

# Inspiration

A1 A2 B1+ B2 C1 C2

BEGINNER TO INTERMEDIATE  
Judy Garton-Sprenger and Philip Prowse



Join thousands of students all over the world already using this energetic course designed to take teenagers from beginner to intermediate level. Combining a strong skills syllabus with engaging topics and imaginative activities, each level offers the perfect balance of grammar points and communicative tasks.

*Inspiration* grows with its students to reflect their changing needs and interests, making it the ideal choice to motivate teenagers.

## Key features

- Learner autonomy is promoted alongside grammatical, lexical and pronunciation activities
- Cross-curricular contexts allow students to apply their language skills to other subjects, integrating language and content learning
- **Inspiration Builder** containing photocopiable materials

## Inspiration and the Common European Framework

- **Portfolios** are available to download from the website
- Learner autonomy development
- Projects and writing tasks for portfolios
- Self-assessment checklists remind students of what they can do
- Communicative language abilities are developed through a wide range of speaking tasks

## MACMILLAN DIGITAL

- ✓ Macmillan Practice Online [www.macmillanpracticeonline.com](http://www.macmillanpracticeonline.com) see p 7
- ✓ Resource site - [www.macmillanenglish.com/inspiration](http://www.macmillanenglish.com/inspiration) see p 10

Grammar boxes highlight the target language

Grammar practice exercises familiarise students with the target language

Writing activities reinforce the target language

Reading texts are recorded on the Class Audio CD

### 6 THAT'S CLEVER!

## 3 The first car was invented by him

Past simple passive  
Describing past processes

**1 Opener**  
Tell each other what you know about Leonardo da Vinci.

**2 Reading**  
Read and listen to the text.

**Leonardo da Vinci – ahead of his time**

Leonardo da Vinci was not only a great artist, he was also a brilliant inventor. And believe it or not, the first car was invented by him over 500 years ago!

It's no secret that da Vinci drew plans for a car. Several attempts were made in the last century to build the vehicle, but without success. However, a team of computer designers, engineers and carpenters have finally put da Vinci's plans into practice. They spent eight months building a replica of da Vinci's car – and it works! The car, which was sketched by da Vinci in 1478, runs by clockwork.

'It was – or is – the world's first self-propelled vehicle. It is highly sophisticated, a work of genius – and Italian,' said Paolo Galuzzi, director of the Institute and Museum of the History of Science in Florence, where the model is on display.

'It is a very powerful machine,' said Professor Galuzzi. 'It could run into something and do serious damage.'

**Da Vinci's other inventions**  
**Flying machine** He designed several flying machines, including a helicopter.

**Parachute** In 1485, da Vinci sketched a design for a parachute. No one knows whether he ever tested a full-scale model. The first reported successful parachute jump was made in 1797.

**Robot** He produced what are thought to be the first ever designs for a human-like robot in 1495. The robot was designed to wave, sit up, move its head, and open and shut its mouth. The first robot, Steam Man, was created by John Brainerd in 1865.

**Scuba diving** He sketched an air chamber to allow a diver to swim underwater without connection to the surface. In 1943 the aquanaut was invented by Jacques-Yves Cousteau and Emille Gagnon.

**3 Comprehension**  
Complete the questions with *What, When, Who or How many*. Then match the questions with the answers.

1 \_\_\_\_\_ was the first car invented by?  
2 \_\_\_\_\_ were several attempts made to build the vehicle?  
3 \_\_\_\_\_ months were spent building the vehicle?  
4 \_\_\_\_\_ was the car sketched by da Vinci?  
5 \_\_\_\_\_ was built and flown in 1803?  
6 \_\_\_\_\_ was the first successful parachute jump made?  
7 \_\_\_\_\_ was the first robot created by?  
8 \_\_\_\_\_ was invented in 1943?

a In 1797.  
b In 1478.  
c In the last century.  
d Eight.  
e John Brainerd.  
f Leonardo da Vinci.  
g The aquanaut.  
h The first real aeroplane.

### UNIT 6

**4 Grammar**  
Complete.

**Past simple passive**  
The first toilet \_\_\_\_\_ created in 1865.  
Several attempts \_\_\_\_\_ made in the last century.  
The car \_\_\_\_\_ sketched by da Vinci in 1478.  
We form the past simple passive with the past tense of \_\_\_\_\_ + past participle.

▶ Check the answers, Grammar Summary page 113

**5 Grammar Practice**  
Complete with the past simple passive.

In a recent poll, the bicycle \_\_\_\_\_ (vote) by BBC Radio listeners as their favourite invention of the last 150 years. The bicycle, which \_\_\_\_\_ (invent) in Paris by Pierre Lallement in 1866, \_\_\_\_\_ (choose) by 70% of voters. Atomic and nuclear bombs \_\_\_\_\_ (vote) the least favourite inventions. Listeners \_\_\_\_\_ (invite) to nominate their favourite and least favourite inventions. Then a shortlist of ten 'best' and ten 'worst' inventions \_\_\_\_\_ (draw) up for the poll. The computer, the light bulb and the World Wide Web \_\_\_\_\_ (include) in the list of ten 'best' inventions. Plastic bags, mobile phones and car alarms \_\_\_\_\_ (list) among the 'worst' inventions. Interestingly, three inventions \_\_\_\_\_ (select) for both lists: television, the telephone, and the internal combustion engine!

**6 Speaking**  
Complete the quiz questions with the past simple passive. Then ask and answer the questions.

**General Knowledge Quiz**

1 When \_\_\_\_\_ the computer \_\_\_\_\_? (invent)  
A 1945 B 1965  
2 When \_\_\_\_\_ the World Wide Web \_\_\_\_\_? (start)  
A 1989 B 1998  
3 Who \_\_\_\_\_ The Last Supper and Mona Lisa \_\_\_\_\_ by? (paint)  
A Michelangelo B Leonardo da Vinci  
4 Who \_\_\_\_\_ The Lord of the Rings \_\_\_\_\_ by? (write)  
A JK Rowling B JR Tolkien  
5 When \_\_\_\_\_ the Pyramids of Giza \_\_\_\_\_? (build)  
A Over 2,000 years ago B Over 3,000 years ago  
6 When \_\_\_\_\_ penicillin \_\_\_\_\_? (discover)  
A 1892 B 1928  
7 Who \_\_\_\_\_ the 1812 Overture \_\_\_\_\_ by? (compose)  
A Beethoven B Tchaikovsky  
8 Who \_\_\_\_\_ the Simpsons \_\_\_\_\_ by? (create)  
A Matt Groening B Walt Disney

▶ Now listen and check.

**7 Vocabulary**  
Complete with *do or make*.

1 \_\_\_\_\_ an attempt  
2 \_\_\_\_\_ damage  
3 \_\_\_\_\_ a difference  
4 \_\_\_\_\_ an exert  
5 \_\_\_\_\_ a list  
6 \_\_\_\_\_ a mistake  
7 \_\_\_\_\_ the shut  
8 \_\_\_\_\_ a sign  
9 \_\_\_\_\_ sure  
10 \_\_\_\_\_ the was  
12 \_\_\_\_\_ someone

**8 Pronunciation**  
Write the words in the correct column.

artist	attempt
clockwork	compose
create	damage
display	engine
invent	machine
practice	robot
surface	

**9 Speaking**  
Which of the inventions mentioned in this lesson do you think is the best? And which is the worst? Tell another student, giving reasons for your choices. What do other students think? Have a class vote on the best and worst inventions.

**10 Writing**  
What do you think is the best invention of all time? And what do you think is the worst? Write a paragraph about each invention.

- Who was it invented by?
- When it was invented?
- Why do you think it is the best/worst invention?

At the end of each unit are alternate Culture and Review sections

The culture section texts provide a rich source of vocabulary

Writing exercises take English beyond the classroom and become real life tasks

Inspiration 1 Student's Book

SEE ALSO

- Macmillan Topics p 34
- Macmillan English Grammar in Context p 59
- Macmillan Readers p 84

	level 1	level 2	level 3	level 4
Inspiration Student's Book	9781405029353	9781405029407	9781405029452	9781405029506
Workbook	9781405029360	9781405029414	9781405029469	9781405029513
Teacher's Book	9781405029377	9781405029421	9781405029476	9781405029520
Class Audio CDs	9781405029391	9781405029445	9781405029490	9781405029544
Inspiration Builder	9781405029551	9781405066532	9781405066549	9781405066556
French Companion + CD Pack	9781405086714	9781405086738	9781405086769	9781405086790
German Companion + CD Pack	9781405098779	9781405098786	9780230022515	Available Online
Dutch Companion + CD Pack	9781405086882	9781405086912	9781405086950	Available Online
Readers	9781405083720	9781405083508	9781405083737	Available Online
Test CDs with Audio	levels 1 & 2	9781405093880	levels 3 & 4	9781405093897



## Macmillan Practice Online – Inspiration

Macmillan Practice Online (MPO) provides quick and easy online practice for learners of English as a foreign language. Offering courses at different levels, MPO is self-marking and can be accessed from anywhere in the world with an internet connection.

Designed to support *Inspiration*, these four online courses offer carefully designed resources to supplement **Student's Books 1 to 4**.

### Key features

- Eight units in each course, mirroring the **Student's Book**
- Four 'progress checks' in each course, which review and reinforce the language and skills learnt in the preceding units
- Over 175 resources in each course, comprising language, grammar, vocabulary and listening exercises, plus pronunciation practice and web projects

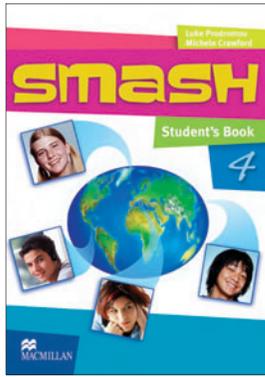
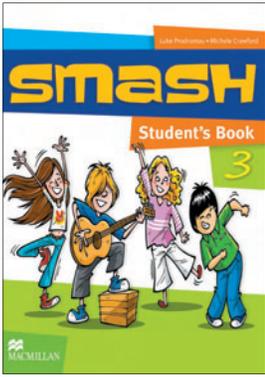
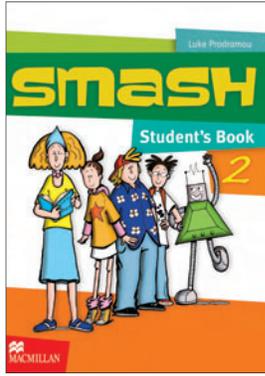
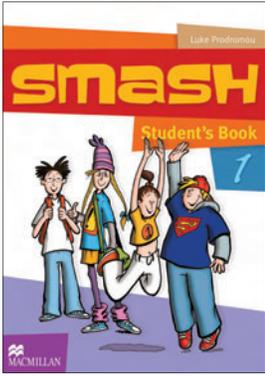


SEE ALSO

See p 7 for more information about Macmillan Practice Online

### Inspiration MPO

Inspiration 1	9780230725317
Inspiration 2	9780230725324
Inspiration 3	9780230725331
Inspiration 4	9780230725348



# Smash

A1 A2 B1 B2 C1 C2

BEGINNER TO INTERMEDIATE  
Luke Prodromou and Michele Crawford

**MACMILLAN DIGITAL**

- Interactive CD-ROM
- Interactive Whiteboard material

Developing language learning skills through its lively approach, this four-level course is designed to appeal to the sense of fun and curiosity of young teenagers. Built on the most recent research into fixing vocabulary and seeing words in collocational chunks, *Smash* reflects the latest findings on how the brain processes and accesses new words.

### Key features

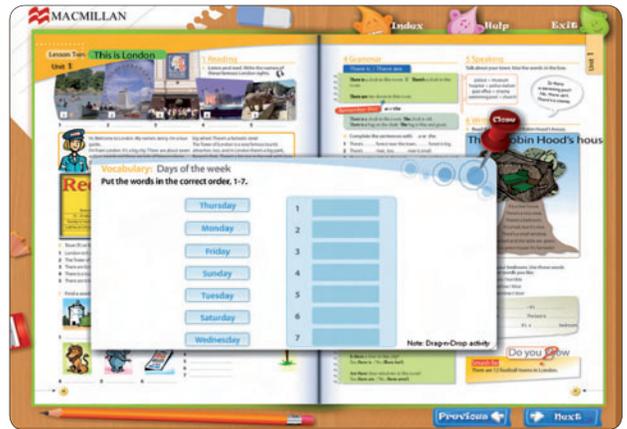
- Cross-cultural and cross-curricular topic information that appeals to teenagers
- Systematic vocabulary and grammar presentation
- Links with the CEF
- Regular recycling and revision units
- Writing syllabus with models, guidance and tips
- Downloadable tests from [www.macmillanenglish.com/smash](http://www.macmillanenglish.com/smash)

### Smash Interactive Whiteboard software

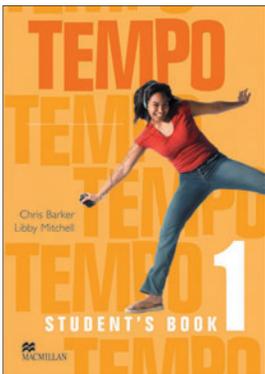
Interactive Whiteboard software which engages students and creates a team atmosphere through fun and easy-to-use interactive activities, video and comprehension questions, and easy to follow karaoke-style songs!

### Key features

- Operates on Windows 2000, XP, Vista
- Unit activities made active for teaching convenience
- All course audio embedded in every page
- Easy-to-follow karaoke-style songs
- Video and comprehension questions



Smash	level 1	level 2	level 3	level 4
Student's Book	9789604470488	9789604470570	9789604470600	9780230533257
Workbook	9789604470556	9789604470587	9789604470617	9780230533318
Teacher's Book	9789604470563	9789604470594	9789604470624	9780230533301
Smashlog (portfolio)	9789608180925			
Class Audio CDs	9789606620508	9789604470006	9789604470150	9780230533264
CD-ROM	9780230533424	9789606620959	9789604470167	
IBW CD-ROM	9789604472604	9789604472611	9789604472628	



# Tempo

A1 A2 B1 B2 C1 C2

BEGINNER TO INTERMEDIATE  
Chris Barker and Libby Mitchell

Designed specifically for 'betweenagers', *Tempo* is a comprehensive course with motivating topics that will stimulate the interests of young teenagers. Ideal for busy teachers, *Tempo* demonstrates the target language and communicative strategies for the unit and cross-refers them with the CEF.

### Key features

- Portfolio sections allow for project collaboration
- Self-assessment pages give students a real sense of progress
- Games, puzzles, cartoon strips and photo stories recycle language in fun contexts
- Multi-strand syllabus ensures a solid foundation in grammar, vocabulary skills and culture
- 'Extra!' activities and project work designed for the mixed-ability classroom

**MACMILLAN DIGITAL**

- Interactive CD-ROM

Tempo	level 1	level 2	level 3
Student's Book	9781405019026	9781405019071	9781405019125
Workbook	9781405019033	9781405019088	9781405019132
Workbook with CD-ROM	9781405074049	9781405074070	9781405074100
Teacher's Book	9781405019040	9781405019095	9781405019149
Class Audio CDs	9781405019064	9781405019118	9781405019163
Test Book + Audio CD Pack	all levels	9781405084284	

### Key features

- Nine project ideas at the back of the **Student's Book**
- A sound file that practises pronunciation and intonation
- Dramatised dialogues for students to act out in class
- Accompanying **Grammar Series** provides further practice and explanation of grammatical structures

### SEE ALSO

Teaching teenagers section  
[www.onestopenglish.com](http://www.onestopenglish.com)

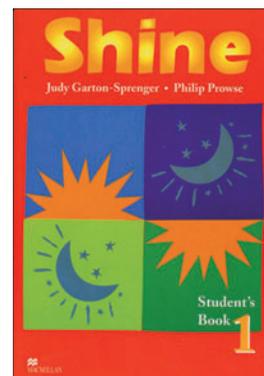
Shine	level 1	level 2	level 3
Student's Book	9780435255466	9780435255510	9780435255565
Activity Book	9780435255473	9780435255527	9780435255572
Teacher's Book	9780435255497	9780435255541	9780435255596
Class Audio CDs	9780333997215	9780333997222	9780333997239
CD-ROM	9780333928301	9780333928349	9780333952610
Shine Grammar Student's Book	9780333999936	9780333999943	9780333999950
Shine Grammar Answer Key	9781405002479	9781405002486	9781405002493

## Shine

A1 A2 B1+ B2 C1 C2

BEGINNER TO INTERMEDIATE  
*Judy Garton-Sprenger and Philip Prowse*

An exciting three-level course for teenagers, *Shine* features a clear and systematic approach to grammar set within a topic-based framework.



### MACMILLAN DIGITAL

Interactive CD-ROM



### Key features

- Encourages students to develop their own learning strategies through groupwork and project work
- Comprehensive coverage of all four skills
- Integrated grammar syllabus with 'Help Boxes' and a 'Language Plus' page in each unit

## Smart

A1 A2 B1 B2 C1 C2

COMPLETE BEGINNER TO INTERMEDIATE  
*Michael Vince, Judy West, David A. Hill and Elizabeth Kilbey*



*Smart Start* is an introductory course for young learners of English. It provides a comprehensive base that will prepare complete beginners for many secondary-level courses.

*Smart* is a four-level course designed for young teenagers, with a strong grammatical base that takes students from beginner to intermediate level.

Smart	Smart Start	beginner	elementary	pre-intermediate	intermediate
Student's Book	9781405069649	9780333913307	9780333914953	9780333913338	9780333933350
Workbook		9780333913345	9780333913352	9780333913369	9780333913376
Teacher's Book	9781405069656	9780333914977	9780333914984	9780333913444	9780333913451
Audio Cassette	9781405069663	9780333913383	9780333913390	9780333913406	9780333914960

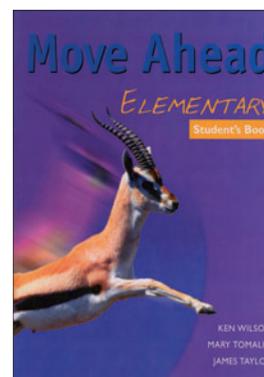
### Key features

- Provides systematic coverage of all language skills, including grammar and vocabulary, through interesting and stimulating topics
- Presents English through a variety of contexts, encouraging students to explore the language
- Offers a flexible unit structure so that teachers can use the pages in any order

## Move Ahead

A1 A2 B1 B2 C1 C2

ELEMENTARY TO ADVANCED  
*Ken Wilson, James Taylor, Printha Ellis, Deirdre Howard-Williams, Mary Tomalin*

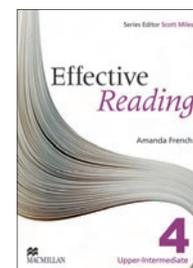


A comprehensive five-level course for teenagers and young adults, with a strong structural syllabus with particular emphasis on developing reading and writing skills for use in an academic setting. The thematic approach of the course encourages students to explore English in a variety of contexts and to develop a deeper understanding of how the language works.

Move Ahead	elementary	level 1	level 2	level 3	plus
Student's Book	9781405018586	9780333775806	9780333775813	9780333789018	9781405018630
Workbook	9781405018593	9780333775837	9780333775844	9780333789025	9781405018647
Teacher's Book	9781405018609	9780333775868	9780333775875	9780333789032	9781405018654
Grammar Practice Book	9781405018616	9780333789063	9780333789070	9780333789087	9781405018661

### SEE ALSO

See p 62 in the **Skills, Grammar and Vocabulary** section



# Global

A1 A2 B1 B2 C1 C2



Turn the page for Global digital features

BEGINNER TO ADVANCED

Lindsay Clandfield, Amanda Jeffries, Jackie McAvoy, Kate Pickering and Rebecca Robb Benne

*Global* is a new six-level general English course for adult learners. It is an information-rich course, sophisticated in both presentation and approach. It has international appeal, combining challenging content, intelligent topics and cross-cultural awareness. It features none of the celebrity-driven lifestyle content often found in typical general English courses for adults.

The *Global* approach is fully aware of the needs of today's learners, and places an emphasis on effective communication in English between both native and non-native speakers. *Global* helps users to learn English, to learn about English and to learn through English, and is the ideal course for students who want to communicate in a global environment.

## ADULT COURSES

Global **NEW** p 38

New Inside Out p 42

Inside Out Practice Online p 43

Straightforward p 44

Inside Out p 46

Reward p 46

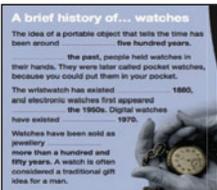
Move p 47



### openMind

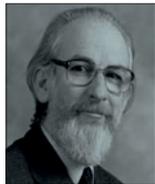
Look out for our new adult American English course, openMind.

For more information visit [www.macmillanenglish.com](http://www.macmillanenglish.com)



### INFORMATION-RICH, INTELLIGENT TOPICS

The topics throughout the **Coursebook** have been chosen to appeal to an adult learners' curiosity, and to reflect material that they would naturally read for pleasure in their native language. Critical thinking skills are promoted through the choice of topics and the way the material is exploited.



### GLOBAL ENGLISH by David Crystal

Professor David Crystal is arguably the world's foremost expert on the English language, especially the use of global English. He has written content specially for the *Global Coursebook* - a first in ELT coursebook publishing. His 'Global English' material is a regular feature at all levels from elementary upwards.



### GLOBAL VOICES

Today English is just as often used for communication between L2 speakers, and this is recognised throughout *Global*. The 'Global Voices' sections give students the opportunity to listen to a range of authentic recordings of both native and non-native speakers of English.



### 'ON THE GO' STUDY

There is a wide variety of extra authentic listening and video material included on the **eWorkbook**. Students can load the files on their mp3/video player and study and review 'on the go'.

### Useful phrases

- This stall sells ...
- I think this market is in ...
- The stallholder is ...

### FUNCTION GLOBALLY

From elementary level upwards there is a 'Function Globally' section at the end of each unit which

deals with language that students may encounter outside the classroom.



### TEACHER'S BOOK: GUEST AUTHORS

The comprehensive *Global Teacher's Book* pack contains a wide range of materials for teachers using the course. These include background information and language notes, lesson plans, answer key and ideas for adapting 'global' activities to local contexts. There are also specialist essays, focusing on key aspects of language teaching, written by a range of well-known and award-winning ELT guest authors and teacher trainers.



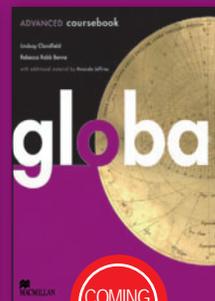
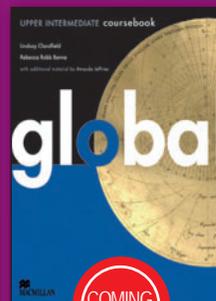
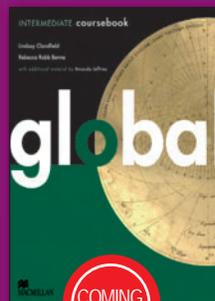
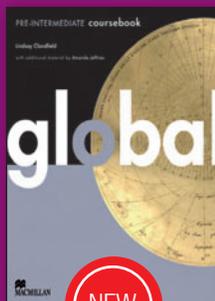
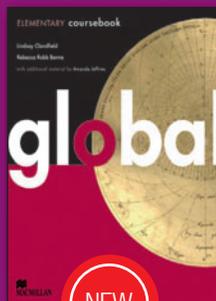
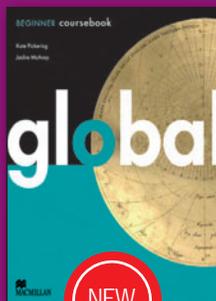
### TEACHER'S BOOK: RESOURCE CD

The **Teacher's Book** comes with a **Teacher's Resource CD** which contains photocopiable worksheets, with a mixture of unit-specific and more general activities. The CD also contains tests for use with *Global*.

Learn English  
Learn about English  
Learn through English

ADULT COURSES

# global



Global features a wide range of task types, with a focus on critical thinking throughout

## UNIT 3 Art & Music

### Part 4

**Vocabulary**

1 Match the words in bold to the words in the box with similar meanings.

I was feeling **cheerful** today because ...  
... makes me feel very **calm**.  
Last week I was **miserable** because ...  
I'm **frightened** of ...  
... makes me **sleepy**.  
I'm always **anxious** when ...

**angry** **bored** **excited** **happy**  
**relaxed** **sad** **scared** **tense** **tired**

2 Complete the sentences in exercise 1 so they are true for you.

3 Listen to four short pieces of music. How do they make you feel?

4 Imagine one of the short pieces of music is part of a scene from a film. Listen again and answer the questions.

- Where is the scene?
- Who is in the scene?
- How do they feel?
- What is happening?

5 Work in pairs and tell each other about the scene you imagined.

**Listening**

1 Listen to the composer Andy Price talking about how he uses music in films and TV programmes. Tick (✓) the feelings he mentions.

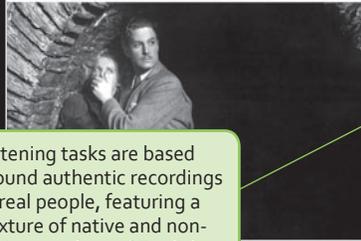
**angry** **calm** **excited** **happy**  
**sad** **safe** **scared** **tense**

2 Listen again and choose the correct answers.

Music used to be / has always been an important part of film and television.  
If you want an audience to feel **scared** / **angry** then use **violins**, played very quickly and on a high note.  
Gentle music on a guitar, piano or violin is good for **love scenes** / **death scenes**.  
Choral music (people singing) can make an audience feel **tense** / **sad**.  
When the character of Robin Hood appears in the programme you can hear **trumpets** / **guitars**.  
The orchestra used to play / usually plays in front of a large screen showing the film.

3 Work in pairs and compare your answers.

Andy Price is a composer for theatre, film, television and advertisements. His work includes the music to the BBC programmes *Robin Hood*, *Score* and *The Six Wives of Henry VIII*. He has won many awards for his work.



Listening tasks are based around authentic recordings of real people, featuring a mixture of native and non-native speakers of English

Reading texts are taken from a wide variety of sources, with a strong literacy strand. Featured authors include Nick Hornby, Zadie Smith, George Orwell and JRR Tolkien

Extend your vocabulary – Using just

You can use just in spoken English in different ways.  
For emphasis: *Just turn it off!*  
To mean only: *It just makes me bored.*  
To mean exactly: *He is just like his father.*  
Put just into the following sentences. What does just mean in each case?  
1 Be quiet, please.  
2 It was a mistake.  
3 Thank you for the CD, it's what I wanted.

Speaking and Reading

- Work in pairs. Write down the names of all the pop groups you can think of in one minute.
- Work with another pair and compare your lists. Then answer these questions.
  - Is pop music popular in your country?
  - Who listens to pop music?
  - Do you like pop music?
- Read the extract from Nick Hornby's *High Fidelity*. How does pop music make the writer feel?
- Work in pairs and discuss these questions.
  - Do you think the author is being serious or funny?
  - The writer thinks British people are very scared of violence in videos. Do people in your country worry about this? Do you think it is a problem?

# High Fidelity

What came first, the music or the misery? Did I listen to music because I was miserable? Or was I miserable because I listened to music? Do all those records turn you into a melancholy person?

People worry about kids playing with guns, and teenagers watching violent videos; we are scared that some sort of culture of violence will take them over. Nobody worries about kids listening to thousands – literally thousands – of songs about broken hearts and rejection and pain and misery and loss. The unhappiest people I know are the ones who like pop music the most ...



Nick Hornby (1957–) is one of Britain's most popular contemporary authors. He frequently writes about sport and music. Many of the characters in his books have aimless or obsessive personalities.

*High Fidelity* (1995) is set in London and is about Rob, a man who works in a record shop. His girlfriend has left him. In the rest of the book, Rob examines his past relationships with women and with music. There was a film of the book in 2000 and a Broadway musical in 2007.



**Glossary:**  
melancholy (noun) – a feeling of being very sad and having no hope  
miserable (adjective) – extremely unhappy

At higher levels learners are encouraged to interact with the text itself and read it more critically

Global Pre-intermediate Coursebook

'Function Globally' pages focus on functional language for use outside the classroom

## Function globally agreeing and disagreeing

**Warm up**

1 Work in pairs and look at the pictures from four different films. Match the pictures to the types of film in the box.

action comedy drama horror musical  
romantic comedy science-fiction thriller

2 Describe the similarities and differences between the pictures.

3 What kinds of films do you like?

**Useful language**

- costumes
- in black and white
- marital arts

**Useful phrases**

- I think this one is a / an ...
- I've seen / I've never seen ...
- This could be from India / Germany ...

**Listening**

1 Listen to three conversations about films and match each one to a situation. There is one situation you don't need.

- An interview situation, perhaps on television or on radio.
- A couple deciding what to rent at a DVD shop.
- Two friends coming out of the cinema.
- A teacher giving his opinions about films to a class.

2 Listen again and answer the questions.

Conversation 1: Did they both like the film?  
Conversation 2: What kinds of films do they talk about?  
Conversation 3: What kind of film does the woman want to see?

**Language focus: agreeing and disagreeing**

1 Read the sentences and mark A for agreeing, D for disagreeing or I for in between.

I agree. Absolutely. / Definitely. \_\_\_\_\_  
I don't agree (at all). \_\_\_\_\_  
Well, maybe but ... \_\_\_\_\_  
That's what I think too. \_\_\_\_\_  
You're absolutely right. \_\_\_\_\_  
Oh please! \_\_\_\_\_  
That's right! \_\_\_\_\_  
I sort of agree / disagree but ... \_\_\_\_\_  
Exactly. \_\_\_\_\_

2 Listen and check your answers. Then listen and repeat the phrases. Try to copy the intonation.

**Speaking**

Work in pairs and choose one of the tasks below.

- Complete these sentences with your own ideas.
  - Two great films are \_\_\_\_\_ and \_\_\_\_\_.
  - Two great actors are \_\_\_\_\_ and \_\_\_\_\_.
  - The best musician from my country is \_\_\_\_\_.
  - The worst kind of music today is \_\_\_\_\_.

Compare your ideas with your partner. Do you agree or disagree?

- Decide how much you agree or disagree with these statements.
  - Music used to be much better.
  - Hollywood always produces the same kinds of films.
  - There is a lot of exciting new art around today.
  - Art galleries and museums are important for society.

Compare your opinions with your partner. Do you agree or disagree?

## Global English The power of music by David Crystal

Music has the power to engage all the emotions – from excitement to relaxation, from tears to laughter. But why does it have such power over us? The clue lies in babies.

The word *lullaby* has been in English since the Middle Ages. It's one of several, such as *rockaby* and *hushaby*, which show how generations of mothers have helped their children fall asleep through music.

Babies can hear in the womb about two months before they're born. Newborns prefer their mother's voice to that of a stranger. And they show preferences in music too. One research study played the same tune to a group of mothers every day throughout pregnancy; another group of mothers didn't hear the tune. When all the babies were born, their heart-rate was monitored while the tune was played to them. Only the "musical" babies reacted to the tune.

There's something special about the music of the voice. From the moment a baby is born, the mother talks to it in an unusual way. Her voice ascends and descends from very high to very low – almost like singing in speech. And infants soon copy. You can hear them trying to sing from around nine months of age.

Melody, both of speech and music, is especially significant. In another study, infants were shown pictures of their mother while she was singing and while she was speaking. They looked for longer at the singing one.

Singing also simplifies vocal behaviour: words tend to be shorter, sounds are clearer and repeat more often, and they often rhyme. Nursery rhymes work so well because they combine these effects – clear rhythm, repeated sounds and rhyme. In the music of speech lies the foundation of poetry.

**Warm up**

1 Complete the nursery rhyme with the words in the box. Do you know this rhyme?

all blows fall

Rock-a-bye baby on the tree top,  
when the wind  
the cradle will rock,  
when the bough breaks  
the cradle will \_\_\_\_\_  
down will come baby,  
cradle and \_\_\_\_\_

2 Can you remember any nursery rhymes in your language? What are they?

**Reading**

1 Read the text. Which sentence is the best summary?

- Music and poetry are linked.
- We are affected by music from a very young age.
- Babies are more sensitive to music than adults.
- Lullabies are an English invention.

2 Read the text again. What is the main idea of the text?

- It (line 2)
- It (line 3)
- It (line 6)
- It (line 11)

3 Which of the facts in the text do you think are the most interesting? Compare your ideas with a partner.

**Glossary**

clue (noun) – a piece of information that helps you to understand something  
monitor (verb) – to regularly check something  
stranger (noun) – someone who you do not know

**Language focus**

Look at the words in the box and put them into two groups: *music* or *babies*. Then translate them into your language.

born infant melody musical nursery  
pregnancy rhyme singing tune womb

**Speaking**

Work in pairs and ask each other these questions.

When you were a child ...

- did your mother or father sing to you? What songs?
- did you have a favourite record or group? What was it?
- did you play an instrument? Which one?
- did you have music class at school? Did you enjoy it?
- did you use to sing? What songs?



The 'Global English' texts focus on different aspects of English as a global language

Functions covered include language for travel, work and social events

Unit 3 Function globally

Global English Unit 3

## Global: Digital features

*Global* is a true multimedia course, with a number of digital components integrated into the course structure. It takes full advantage of the learning possibilities opened up with the combination of book and multimedia-based content.

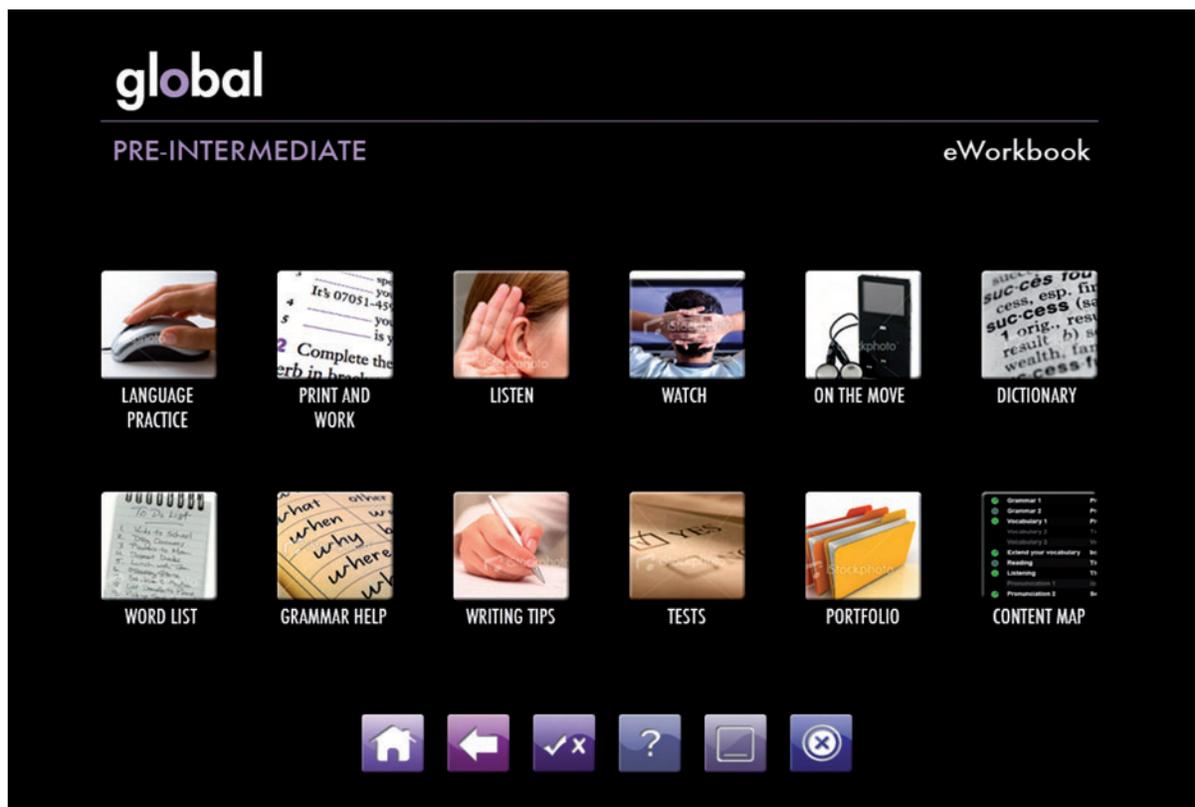
### MACMILLAN DIGITAL

- ✓ Interactive Whiteboard material
- ✓ Teacher's Resource CD-ROM
- ✓ Student's eWorkbook
- ✓ Resource site - see p 10  
[www.macmillanenglish.com/global](http://www.macmillanenglish.com/global)

### eWORKBOOK

The *Global* eWorkbook represents an evolution in self-study materials, providing a wide range of resources including:

- Listening and video materials which can be viewed on a computer or downloaded to portable devices such as iPods for 'on the go' study
- Interactive grammar and language practice activities
- 'How to' sections focusing on specific topics such as writing skills
- Printable worksheets for further study and practice



Global Pre-intermediate eWorkbook

### Global DIGITAL

#### Interactive Whiteboard Software

A digital version of *Global* that allows you to display the **Coursebook** pages while also making all of the associated multimedia assets (audio, video, interactive activities) instantly accessible. It features a complete set of tools for working with and creating content in the Teacher's Area, and is platform independent. This means *Global DIGITAL* can be used with any make of interactive whiteboard or even with a simple projector and laptop combination.

### WEBSITE

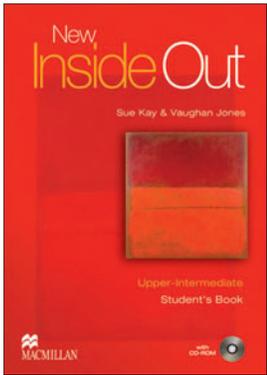
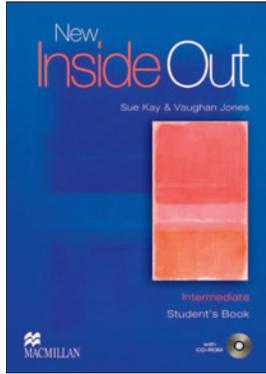
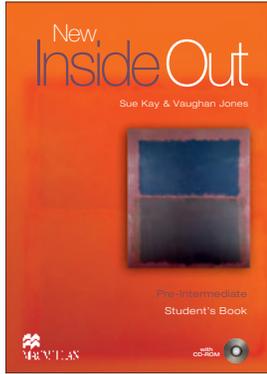
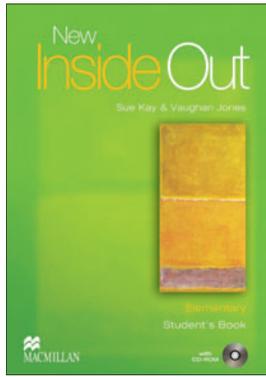
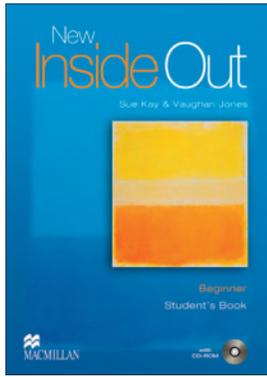
*Global* has a truly unique website to support teachers using the course. Alongside all the standard resources teachers have come to expect from a course website, it features:

- Teaching Tips Blog – a regularly updated blog featuring ideas and tips for using *Global* in the classroom
- Author Blog – regular posts from the *Global* author team
- Global Bloggers – a community blog written by practising ELT teachers across the globe

[www.macmillanenglish.com/global](http://www.macmillanenglish.com/global)



Global	beginner	elementary	pre-intermediate
Coursebook	9780230032828	9780230032910	9780230033092
Coursebook + eWorkbook Pack	9780230032859	9780230032941	9780230033122
Class Audio CDs	9780230032866	9780230032958	9780230033139
Teacher's Book + Resource CD Pack	9780230032897	9780230032989	9780230033160
Digital	9780230032903	9780230032996	9780230033177



# New Inside Out



A1 A2 B1 B2 C1 C2

BEGINNER TO ADVANCED

Sue Kay and Vaughan Jones with Ceri Jones, Tania Bastow, Amanda Jeffries and Philip Kerr

*New Inside Out* takes all the best elements of the original *Inside Out* series – including the emphasis on personalisation and meaning – and adds a host of brand-new features. Sue and Vaughan have gone back to the classroom to write this new edition, working with teachers and students to find out exactly what works in the real world. Now a complete six-level course, *New Inside Out* is one of the most relevant and exciting general English courses available.

### Key features

- A new, fully updated version of our classic general English course
- Retains all the character and personality users love from the original *Inside Out* series, whilst adding a range of great new features
- Every **Student's Book** comes with a multimedia CD-ROM with interactive practice and extension activities
- New components: **DVD and DVD Teacher's Book, Interactive Whiteboard software**
- New 'Useful phrases' and 'Vocabulary Extra' sections, and much more

### What's new?

- Multimedia **CD-ROM** included with every **Student's Book**
- Beginner level – *New Inside Out* now takes students from complete beginners to advanced users of English
- New topics engage students and bring the books up to date
- Expanded grammar sections offer comprehensive coverage of key language points, whilst the new 'Grammar Extra' sections recycle and review this language
- 'Useful Phrases' and 'Vocabulary Extra' sections provide real-world language
- The comprehensive, all-in-one **Teacher's Book** is the perfect companion to the course, providing teacher's notes, practical teaching tips, photocopiable activities and a CD containing editable tests

New headings clearly show the contents and structure of each unit

*New Inside Out* provides a well-balanced mix of skills and language activities

Grammar is introduced through realistic contexts

Focus on personalisation using students' own experiences

Grammar reference sidebars give easy access to reference information

### Vocabulary

1 Work with a partner. List each item in the box under an appropriate heading to show where you would expect to find them. Use your dictionary if necessary.

candle sticks	coat hooks	a doormat	a dustpan and brush	a fire place
an ironing board	a mantelpiece	ornaments	patterned wallpaper	a shaving socket
a shower curtain	a sink	tea towels	a towel rail	a tumble dryer
a washbasin				

in the kitchen	in the bathroom	in the living room	in the hallway

2 With which part of a room would you associate these groups of items? Choose from: a window, a wall, a door or the floor.

a) fitted carpets, parquet, rugs, tiles      c) power points, shelves, light switches, radiators

b) blinds, curtains, double-glazing, shutters, a sill      d) a bell, a bolt, a knocker, a latch, a letterbox

Tick all the items in Exercises 1 and 2 that you have in your own home.

### Speaking & Listening

1 Work with your partner. Compare the two photos and discuss these questions.

a) What kind of people do you think these rooms belong to?

b) What kind of house do you think each room is part of?

c) Which room do you like best and why?




2 You're going to listen to a psychologist talking about what each room says about the person who lives there. Before you listen, match his interpretation to the room you think it applies to.

a) This is obviously a family room.

b) I imagine both parents go out to work and so they don't have much time to tidy up.

c) There's plenty of evidence to suggest that this is a successful career person.

d) This person wants to be ready to pack their bags and leave at short notice.

e) I think the people who live here are laid back, sociable people who enjoy entertaining.

f) I think this is someone who doesn't actually spend much time at home.

3 Listen and check your ideas. Do you agree with the psychologist's comments? Turn to page 130 to find out if the people who live there agree.

### Grammar

#### Nouns and quantity expressions

Countable nouns  
Use: none, not any, few, a few, several, some, many, a lot, loads, plenty

Uncountable nouns  
Use: none, not any, little, a little, a bit, some, much, a lot, loads, plenty  
not enough = less than you need  
too much/many = more than you need

1 Work with a partner. Complete the extracts from the room descriptions on page 120 with *There is or There are*.

a) \_\_\_\_\_ (a) far too many cushions.      d) \_\_\_\_\_ loads of different colours.

b) \_\_\_\_\_ very few clues.      e) \_\_\_\_\_ plenty of evidence.

c) \_\_\_\_\_ hardly any personal objects.      f) \_\_\_\_\_ it's really enough furniture.

Arrange the highlighted quantifiers in a logical order from 'none' to 'a lot more than necessary'.

2 Work with your partner. Complete sentences a–f with an appropriate sentence ending 1 or 2.

a) My father speaks a little English.      1 so he probably won't understand you.

b) My father speaks little English.      2 as he'll probably understand you.

c) A few people can understand him.      1 which he finds encouraging.

d) Few people can understand him.      2 which he finds discouraging.

Which quantifiers (in bold) mean: a) some; b) not much; c) not many?

3 Complete the sentences so that they are true for you. Compare with your partner.

a) I try to find a little time each day for ...

b) There are few people I know who ...

c) If I met the president of the US, I'd ask him a few questions about ...

d) This year, I've had very little ...

e) I have very little patience with people who ...

4 Choose the correct verb form for these statements.

a) There isn't / aren't nearly enough nightclubs.

b) There's / are loads of traffic.

c) There's / are very few tourists.

d) There's / are no underground systems.

e) There's / are plenty of job opportunities for young people.

f) There's / are plenty of spaces to park in the centre.

Change the statements as necessary to describe your home town or city. Add more statements and then compare your answers with your partner.

5 Grammar Extra 12, Part 1, page 000. Read the explanations and do the exercises.

### Speaking: anecdote

2 You are going to tell your partner about your favourite room.

- Ask yourself the questions below.
- Think about what to say and how to say it.
- Tell your partner about the room.

a) Which is your favourite room?

b) What do you use it for?

c) What size and shape is it?

d) How is it decorated?

e) What sort of furniture does it contain?

f) What kind of floor covering does it have?

g) What do the windows look out on to?

h) How much time a day do you spend in it?

i) What's the best thing about the room?

j) What – if anything – would you like to change about it?





# Straightforward

A1 A2 B1 B2 C1 C2

BEGINNER TO ADVANCED  
Philip Kerr, Lindsay Clandfield, Ceri Jones, Roy Norris and Jim Scrivener



Ideal for teachers looking for an easy-to-use, flexible adult general English course. *Straightforward* always takes the most suitable methodological approach to what is being taught, resulting in the perfect balance of skills and language work. It is based around 12 topics per level, with extra sections including functional language, writing skills, grammar notes and wordlists that round off the **Student's Book**.

**Key features**

- Simple enough for new teachers to use; flexible enough for those with more experience
- Interactive CD-ROM included with the **Student's Book**
- Supported by one of the most comprehensive **Teacher's Books** available

**CD-ROM**  
The **Student's Book** comes with a CD-ROM that features a range of interactive practice and extension activities linked to each unit. A complete grammar and vocabulary reference provides extra learning support.

**Workbook**

- One-page practice closely linked to the lesson
- A complete writing course with model texts and practical writing tasks
- Extra reading texts and activities for every unit
- Free **Audio CD** with dictation activities and audio of reading texts from the **Workbook**

**Teacher's Book**

- Each book features teaching tips and methodology sections written by Jim Scrivener
- Teaching notes with extra, optional and alternative activities
- Extra photocopiable activities for every lesson
- Editable tests on **CD**, which assess students' progress
- **Audio CD** with songs and listening test material
- CEF checklists for every unit in the **Student's Book**

A wide variety of speaking tasks help ensure students stay engaged with the content

Topics are selected to appeal to students and cover a wide range of subjects

Clear section headings ensure both students and teachers can follow the lesson easily

Vocabulary is presented and practised in context

Language boxes provide easy reference to useful language and vocabulary

**12c | Sport technology**

**LISTENING**

- 1 Work in pairs. Discuss the different ways in which technology may influence the following sports.

golf athletics cycling swimming tennis skating football hockey

*I'm fairly sure that technology has influenced the design of golf clubs and golf balls. I think the first clubs were wooden, but now they're made of graphite or something. And golf balls used to be made of leather, didn't they? Now, I think ...*

- 2 You are going to listen to a radio discussion on technology in sport.

0:00 Listen to Part 1 of the recording and answer these questions:

- 1 Which of the sports in exercise 1 does the presenter mention?
- 2 What technological developments does he describe for each one?

0:00 Listen to Part 2 and answer the question.

What are the three main arguments put forward by each guest in support of their views?

- 3 0:00 Listen to Part 3 and decide which of the following statements are true and which are false.

1 Geoff thinks the use of cameras for refereeing decisions will add to the excitement of sport.

2 Sally enjoys the speed at which tennis is played nowadays.

3 Geoff says that certain banned practices should be made legal.

4 He feels that there are adequate restrictions on the use of technology in sport.

5 Work in pairs and discuss the question.

120

**PRONUNCIATION: intonation (feelings)**

- 1 Work in pairs. Read out the following exchange in the manner indicated in brackets.

Sally: [Hesitantly/sarcastic] Oh right. So presumably then, doping is acceptable, as long as everyone has access to it. That's brilliant.

Geoff: [Indignant] I'm not suggesting that at all. That should be obvious.

0:00 Listen to the recording, paying particular attention to the intonation of the speakers. Then read out the exchange again.

- 2 0:00 Read and listen to these exchanges and match the feelings in the box to the speakers. More than one answer may be possible.

admiration curiosity enthusiasm indifference irritation reassurance sarcasm surprise suspicion worry

- 1 A: Oh, I wonder what that noise is.  
B: Oh, that always happens when you turn it on.
- 2 A: Oh, isn't he a talented cyclist!  
B: Oh, yeah. I mean, no one else could pedal like that, could they?
- 3 A: Oh, I wonder if he works with computers for a living.  
B: Oh, I don't know. Ask him if you want to.
- 4 A: Oh, are you coming with us as well?  
B: Oh, yeah, I thought I'd tag along – see what was going on.
- 5 A: Oh, yeah, John's going to be there, too.  
B: Oh, yes, I heard that, too. That's interesting.

**SPEAKING**

- 1 Work in two groups, A and B. You are going to discuss this statement with the other group. There is too much technology in the home. Group A: You agree with the statement. Group B: You disagree with the statement. In your group, brainstorm and note down as many different arguments as possible to support your opinion.
- 2 Select the three most convincing arguments from exercise 1 and choose a representative from your group. He or she has one minute to put forward these arguments to the other group.
- 3 All group members may now discuss the statement in exercise 1, expanding on the points your representative made. You should offer further arguments and examples, as well as counter arguments.

**Useful language**

**Introducing arguments**  
Firstly ... Secondly ... And finally ...  
The main/Another argument in favour of ...  
against having technology in the home.  
Obviously/Clearly/Naturally/Unfortunately/Worryingly/Regrettably/Worse still

**Referring to arguments**  
I'd like to pick up on the point you made about ...  
Let's go back to what you said about ...  
Regarding your comment about ...  
You mentioned earlier ...

**Introducing examples**  
(Let's) take, for instance, the use of ...  
A good/perfect example of this is ...  
That's particularly true of ...

**VOCABULARY: verb affixes**

- 1 Complete the sentences with the correct form of the word in brackets.

Technology has revolutionized (revolution) sport.

- 1 It is \_\_\_\_\_ (able) athletes to improve their performance.
- 2 It helps to \_\_\_\_\_ (maximum) safety.
- 3 Technology \_\_\_\_\_ (sure) a greater degree of fairness.
- 4 Technology has come to \_\_\_\_\_ (dominant) sport.
- 5 We see them using technologies which \_\_\_\_\_ (danger) to life.
- 6 The cameras will serve to \_\_\_\_\_ (high) interest, to \_\_\_\_\_ (intense) the drama.
- 7 Tennis no longer \_\_\_\_\_ (captivate) spectators like it used to.
- 8 There is no way we can \_\_\_\_\_ (just) the use of performance enhancing drugs.
- 9 You did use the word equipment, perhaps we should \_\_\_\_\_ (emphasize) that.
- 10 Its use has to be \_\_\_\_\_ (standard) by the sporting authority.

- 2 Use the same affixes as those in exercise 1 to form verbs from the following groups of words. Some words require further spelling changes.

1 category	summary	stable
2 class	identity	example
3 large	courage	rage
4 assassin	difference	value
5 threat	flat	long

Verbs can also be formed using particles, as in these examples from the listening.

The effects of technology in sport cannot be **underestimated**.  
[Technology] **overhauls** human achievement.

- 3 Choose the correct alternative to complete the sentences.

- 1 I regularly **download** / **download** music from the internet.
- 2 I never **oversee** / **overstrich** myself at school or work – I only **exceed** the bare minimum.
- 3 Our national football team is usually **outdated** / **outlasted** by the opposition.
- 4 I never tell the **shop** assistant if I realize I've been **underfunded** / **undispatched**.
- 5 My great grandmother **quitted** / **outnumbered** my great grandfather – he passed away first.
- 6 I'm not the sort of person to be **overtaken** / **overcome** by emotion.
- 7 I've never had to **undercut** / **undermine** my competitors.
- 8 The advantages of nuclear power **disadvantages**.
- 9 Work in pairs. Tell your partner his or her opinions in exercise 3 are for you.

Writing units are planned as complete lessons, with speaking and language practice included

'Language Focus' sections examine the language used in higher-level writing

**4 | Writing A narrative**

**SPEAKING**

1 Work in pairs. Discuss the questions.

- It is legal to possess a gun in your country?
- What problems does your country, or other countries you know, have with gun-related crime?

2 Do you agree or disagree with the opinions? Why or why not?

1 Guns are a deterrent. Burglars have to ask themselves when they approach a house 'Is that family armed or not'?

2 If homeowners arm themselves, that will simply encourage potential burglars to arm themselves too.

3 Everyone has the right to self-defence. If my granny were to be mugged I'd rather she had the choice of pulling out her purse, or her .45 Magnum.

4 Violence breeds violence. A country in which guns are legal is one which condones and encourages violence in other areas of life.

**READING**

1 Read the short story about two friends from a poor housing estate in New York. What do you think is the meaning of the final sentence in the story? Choose the best meaning: 1, 2, 3 or 4.

1 I'm going to kill you.  
2 Life is hopeless.  
3 Violence breeds violence.  
4 There is no way out from this street.

2 Read the story again. Put these events in the order in which they happened, 1 – 10.

Joey and Al gatecrashed a party  
 Joey pointed his gun at Brad  
 Joey and Al set off home  
 Brad attacked Al's brother  
 Joey and Al missed their last train home  
 Al handed his gun over to Joey  
 Joey and Al went into a café  
 Joey stole Brad's gun  
 Joey and Al arrived back at the estate  
 Joey and Al broke into a car

What do you think happened next?

**LANGUAGE FOCUS**

**Using narrative tenses**

1 Look again at the story and find an example of ...

1 past continuous      3 past perfect continuous.  
2 past perfect simple    4 past simple.

2 Which tenses are used to do the following? Find examples from the story.

1 describe the main events of the story  
2 set the scene of the story  
3 describe events happening before the main events of the story  
4 clarify that one event in the story happened before another  
5 describe actions continuing up to a point in the past

**Linking events**

3 How are these events linked in the story?

1 They missed their last train home./They broke into a car.  
2 They broke into a car./They found that neither of them knew how to drive.  
3 They had been walking for over an hour./They found an all-night café.  
4 Al took the gun out of his pocket./He stroked it proudly.  
5 They turned into the main street./They found themselves face to face with Brad.  
6 Al pointed his gun at Brad./The other gang members fled.

Look again at the story and check your answers.

4 Complete the sentence beginnings 1–5 with the endings a–e.

1 He got out his wallet  
2 No sooner had he turned out the light  
3 He found himself face to face with a guard dog.  
4 He broke into the car  
5 They had just got into their car

a while his friend kept watch for the police.  
b who started growling at him.  
c when a stranger started tapping on the window.  
d only to discover that he had left his credit card at home.  
e than there was a knock on the door.

**Describing emotion**

5 Choose the most appropriate word to complete the sentences

1 When I turned on the computer, I discovered to my utter *horror / amusement* that I had lost the document I had been working on for the last three days.  
2 We arrived at the restaurant, only to find to our *disappointment / fury* that it was fully booked.  
3 I imagine my *relief / embarrassment* when I discovered that I had arrived at work wearing my slippers.  
4 To my great *annoyance / delight*, the children started pouring cola all over my new white sofa.  
5 I gazed in complete *embarrassment / bemusement* as the burglar shook hands with me and left the house carrying my laptop.  
6 I asked my boss for a rise and to my great *astonishment / dismay* he agreed.  
7 Having arrived home, I realized to my *delight / consternation* that I had left my keys inside the house.

**WRITING**

1 You are going to write a story in which someone changes their bad behaviour. Work in pairs. Choose from 1–3 below.

1 a thief (eg a burglar, a car thief, or a bank robber)  
2 an employer who treats his/her employees badly  
3 a person who treats his/her partner badly

2 Plan the story as follows:

a **Setting the scene**  
Where and when did the story take place?  
What was happening and what was he/she doing?  
What had happened before the story started?

b **Telling the story**  
What exactly happened to make the person change his/her behaviour?  
How did he/she feel? How did he/she react?

c **Finishing the story**  
What happened at the end?

3 Write the story. Follow the advice in the *Remember to ...* box.

**Useful language:**

Just then, ...  
Suddenly, ...  
All of a sudden, ...  
It was at that moment that ...  
Just as he was leaving, ...  
Just in the nick of time, ...

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Survey Review of Adult EFL Courses, *ELT Journal*, No 6/3  
(*Straightforward* rated as number 1 out of eight current general English coursebooks reviewed)

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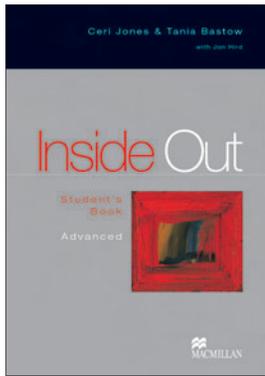
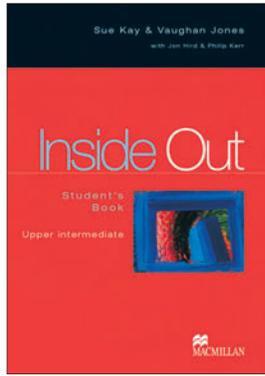
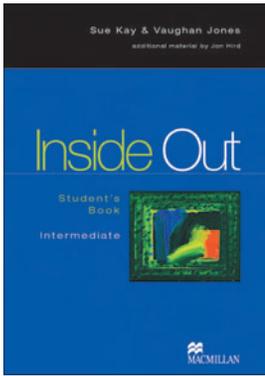
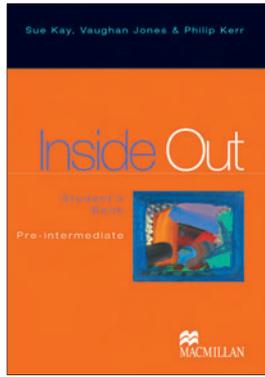
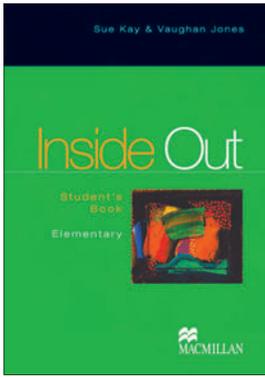
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A1 A2 B1 B2 C1 C2

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# Move

A1 A2 B1 B2 C1 C2

ELEMENTARY TO ADVANCED

Bill Bowler, Jon Hird, Angela Holman, Sue Kay, Peter Maggs, Bruce Milne, Sue Parminter, Rebecca Robb Benne, Barbara Webb

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Learning aims summarise the lesson in 'can do' statements

**2 Form and function**

**LEARNING AIMS**

- Can describe buildings, places and objects
- Can talk about workplaces
- Can sympathise with problems

**Modern wonders**

**Lead-in**

- 1 These photos were on a shortlist for a competition to find the New Seven Wonders of the World. Do you know the names of the buildings and monuments? Or do you know where they are? (You can check with the list on page 29.)

**Reading and Speaking**

- 2 Work in groups. Use the shortlist and agree on your New Seven Wonders of the World. What makes a building or monument a modern wonder? Discuss your ideas with the class, and make a list of your criteria.
- 3 What makes a building or monument a modern wonder? Discuss your ideas with the class, and make a list of your criteria.
- 1 Think about the building where you have your English classes and discuss these questions. Use the ideas in the box to help you.

functional modern 19th century 3-storey smart well-maintained

- 1 What is it like inside? Is it a good environment for learning English?
- 2 What's the building like outside?
- 3 Read the article on page 7. Does the author like the building? Why? Why not?
- 3 Answer these questions.
  - 1 What's the official name of the building? What's its nickname and why?
  - 2 What other metaphors have been used to describe it? Looking at the photos, which do you think is the most appropriate?
  - 3 What do people in London think of it?
  - 4 What special features does the building have?

Work with a partner. Choose one of these statements and discuss it.

- 1 Ultramodern buildings should not be built next to old buildings.
- 2 A company's building says a lot about the company itself.

**A brilliant new skyscraper**

At just 180 metres and all stories, the new skyscraper officially known as 30 St Mary Axe is less than half the height of the world's 10 tallest buildings, and not even the tallest building in London. But it draws instant attention because of its unique shape, which has been variously compared to a cigar, a rocket, a bullet, a lipstick, a Juggler's activity, a lava lamp, a handbag fringe, and – most frequently – a gherkin. Its architect, Norman Foster, prefers the metaphor of a pine cone or pineapple, since they do more justice to the building's shape. The Gherkin has rapidly become a well-known contemporary icon and much-loved tourist attraction. Most Londoners appreciate the novelty and sophistication of the building. Some despise it for despoiling the ancient City of London; but the quaint character of the City was pretty well deserted decades ago by anticipated post-war rebuilding. The shape is a bit frivolous-looking for a building whose original owner was Swiss Re, a sober and respectable Zurich-based insurance company. But the sparkling glass surfaces covering the entire outside (made of 3,500 triangular windows, many of which open) and 'skin gap' walls inside the building are ultracool and ultramodern.

The building is round in floor plan to reduce the high winds generated at street level by tall rectangular buildings. On each of the office levels (floors 2–24), six pine-shaped pillars have been cut out from the plan, with elevators\* and other service facilities at the center\*. These six open cuts allow natural daylight to penetrate far back towards the elevator core and add desirable window-facing working space. Swiss Re is seriously concerned about the possible financial costs to its clients of such things as global warming, and was determined to make its London headquarters a model of environment-friendly, energy-saving design. Genuine fresh air from outside can be guided about and used to reduce the need for mechanical air conditioning. In the basement there are no spaces for cars, but there are racks for bicycles and showers for cyclists. London's new symbol is a sparkling, sensuous but profoundly sensible tower.

**Vocabulary**

- 1 Look at these compound adjectives from the text. What do they describe in the article, and what do they mean?
 

1 well-known	4 Zurich-based	7 environment-friendly
2 multi-level	5 pine-shaped	8 energy-saving
3 frivolous-looking	6 window-facing	
- 2 Look at these compound adjectives. Which compound adjective in each set is not a correct collocation? What things could the other two words in each set describe?
 

**NOTE**

Most compound adjectives have hyphens when they come before the noun, but when the first word ends in -ly there is no hyphen. Examples: Well-known, badly dressed

**Example:**

best-known	clearest	in the world	little-known	ama	terribly known
1 well-known	2 badly-dressed	3 much-loved	4	5	6
7 rainy-looking	8 expensive-looking	9 tart-looking			
10 American-based	11 London-based	12 Britain-based			
13 sky-shaped	14 heart-shaped	15 crescent-shaped			
16 south-facing	17 sea-facing	18 room-facing			
19 world-friendly	20 child-friendly	21 tourist-friendly			
22 time-saving	23 food-saving	24 money-saving			
- 3 What other -looking compounds can you think of?
- 4 Rewrite these sentences using compound adjectives. Example: I live in that building with the bright colour next to the market. I live in that brightly coloured building next to the market.
  - 1 That building really catches your eye.
  - 2 I rent a flat on the third floor.
  - 3 It's a flat where you can't smoke.
  - 4 I have a flat with two bedrooms.
  - 5 The cupboards soon made badly and don't open properly.
  - 6 There's a good café nearby where you can get a great breakfast all day.
- 5 Describe the place where you live to a partner. Use at least three compound adjectives. Example: I live in a three-roomed flat in an old four-storey building. The building has an elegant-looking entrance and beautiful windows. Our flat has a small south-facing balcony...

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