Straightforward

NEW Split edition available

Second edition













Teaching made simple



Course information and sample unit walkthrough



Straightforward Second Edition

Loved by students and teachers all around the world for its pick-up-and-use practicality and intuitive, easy-to-follow format, *Straightforward* Second edition is flexible and adaptable. It contains a strong focus on clear student progression and self-checking through the CEFR 'can do' statements.

For you:

- Perfect for experienced or new teachers. New teachers benefit from its easy-toimplement layout and structure. Experienced teachers can focus on and expand specific sections as required.
- Teachers' resources include a series of five methodology videos from awardwinning teacher development author Jim Scrivener.
- Extra material for classes includes teaching tips, photocopiable activities, downloadable CEFR portfolios, videos from the BBC and ITN, wordlists and translated wordlists, and extensive additional support available on the website.
- Straightforward for Interactive Whiteboards helps deliver dynamic and heads-up teaching.
- Practice component *Straightforward Practice Online* accompanies the series, and allows you measure your students' progress, as they practise what they've learnt.

For your students:

- New eBook version of *Straightforward* Second edition, tablet-compatible and with embedded audio, means your students can choose to study digitally.
- Relevant and motivating topics, make using the different language input, practice and communicative lessons more enjoyable.
- Signposting and scaffolded language instruction shows a clear progression to students' learning.
- Easy-to-follow units consist of four 90-minute lessons (suggested time for Student's Book material) to ensure focus is placed on the different functions and skills and provid a complete language and skills syllabus.
- Integrated CEFR material provides students with self-assessment opportunities, and the language portfolios give clear learning objectives to help keep them stay motivated.

See the ISBN chart listing the CEFR levels on the back of this brochure.

New split edition available - see back page for ISBNs

New eBook version available

- see page 3 for more information



Component overview

Student's Book – structure and approach

Straightforward Second edition is structured to provide one lesson over two pages (Lessons A, B, C and D), each taking approximately 90 minutes to complete. All lessons are interlinked to promote meaningful and memorable learning, and at the same time offer teachers full flexibility to pick out key

sections and to focus on particular language points, skills or topics. Additionally, each unit provides useful extra material such as communication activities and unit reviews. These ready-to-go resources are designed to save teachers valuable preparation time.

A new eBook version of the Student's Book contains embedded audio and is tablet-compatible.



NEW split edition

Straightforward Second edition can now also be used for short courses or holiday courses, with this handy new split edition. Containing the same teaching-friendly structure of the series, the split edition includes half of the Student's Book and half of the Workbook. They are combined in one volume. With nine split edition books to choose from, each corresponding to a CEFR level, you can ensure students and teachers can select the level most appropriate to their situation. Each pack also comes with extra activities, as well as the Workbook Audio.

The Teacher's Book is also split over nine volumes, and includes the Class and Workbook Audio CDs.

Workbook

The Workbook provides extra language and vocabulary practice that supports the units of the Student's Book, making it ideal for homework and consolidation. It comes with an audio CD for all the Workbook listening activities and is available with or without an answer key. Each Workbook also includes a full graded reader within the Workbook pages.



Teacher's Book

The *Straightforward* Second edition Teacher's Book is one of the most comprehensive around. Written by methodology expert Jim Scrivener, it contains extensive teaching notes and extra tasks and ideas for every lesson, plus detailed notes on the language and cultural sections contained in the Student's Book.

Each Teacher's Book is accompanied by a Teacher's Resource Disc in the back of the book, with five videos from Jim Scrivener's best-selling *Learning Teaching* Third Edition that link to the *Straightforward* methodology sections, and feature experienced teachers demonstrating the techniques.

Teachers also have access to *Straightforward Practice Online* where they can set up a class and 'link up' with their students in order to monitor their progress.

Class Audio CDs

The Class Audio CDs for the Student's Book listening activities provide a wide range of different accents to boost the students' listening skills and language recognition.





Using online components with students

Straightforward Second edition provides extensive options for today's digitally-competent students, so they can study and practise how and when they want to.

New eBook with tablet compatibility

- Students can choose to use the eBook version of *Straightforward* Second edition on their computer or tablet.
- The eBook mirrors the print book and contains embedded class audio, with additional tools.

Straightforward Practice Online

With *Straightforward Practice Online*, students have access to:

- 130+ interactive activities per level matching the language and topics of the Student's Book
- An interactive wordlist
- 12 video clips from the BBC and ITN plus related interactive activities
- An automatic markbook



Straightforward Second edition Advanced Level eBook

Straightforward Practice Online is an ideal self-study tool and perfect for homework. Students can activate their unique code from the back of their Student's Book and Webcode component, and use the many practice exercises to consolidate their learning. It's easy for you to keep up with your students' progress too through the access code in your Teacher's Book (a code can also be purchased from Macmillan Practice Online if you are using Straightforward Practice Online as a stand-alone component). Through creating classes for your students to join, you are easily able to view and check their progress using the integrated markbook function.





Straightforward Practice Online



Class presentation tools

Benefits of using an Interactive Whiteboard (IWB) in the classroom

If you have an interactive whiteboard or laptop with projector in your classroom, then *Straightforward* Second edition for Interactive Whiteboards can really spark up your lessons. Here are some suggestions how:

Encourage heads-up learning

Ensure you have your students' attention by controlling what they see on the whiteboard, as well as establishing the pace of the lesson. When giving feedback on exercises, you can instantly reveal the answers that students got correct, making the feedback experience more collaborative as well as communicative.

Make the most of audio and video transcripts

The IWB tool also includes transcripts. The audio transcript can be displayed and specific sections of the script played via the mp3 audio files. Video can be played with or without subtitles, sound and even pictures, opening up opportunities for different language activities.



Memorable presentations

Using a simple tool such as the 'Screen reveal', you can have a photograph or image appear gradually, and ask students to guess what it is. This can be fun, while generating interest in a topic and activating schemata. Video and audio clips, animations and photographs all add to creating the most memorable lead-in activities.

Review language

Reviewing language has been made straightforward too, and you are able to access any resources you have created during a previous lesson. Flip-charts created earlier on in the course can also be viewed.

For more ideas on how to make the most of an IWB with your coursebook, take a look at *400 Ideas for Interactive Whiteboards* by Pete Sharma in our Macmillan Books for Teachers methodology series.



Straightforward for Interactive Whiteboards, Pre-intermediate Level



Straightforward Second edition Unit Walkthrough

See for yourself how a simple and transparent structure means straightforward teaching and learning by following this sample unit from the Intermediate Level (and split edition Level 3A). To get samples of other levels, as well as audio extracts and pages from the Teacher's Books, visit www.macmillanstraightforward.com

Lesson A

7A Moving

STRUCTURE – Clear signposting of each lesson allows both the teacher and the student to feel comfortable and familiar with the progression through the course. Each lesson is linked to different areas of a similar unit topic.

VOCABULARY:	phrasal	verbs	with	live
VOCADOLARI.	piliusut	VCIDS	** C	UVC

1 Complete the sentences with words from the box.

for off on out of through up to

- 1 I love travelling and I'm quite happy living _ a suitcase.
- I don't need much money to live ____ enough for food and basics.
- I can't understand people who live _ work - there are more important things in life.
- You haven't really lived if you haven't lived difficult times.
- I want to live my own life. I'm not interested in ____ my parents' expectations.
- There's no point working if you can live _ social security.

VOCABULARY – Collocations and associated patterns are drawn out of the language and highlighted to students. p check your answers.

you agree or disagree with the rcise 1?

READING

- 1 Read the article below about a woman who has moved from the city to the country. Answer these questions.
- What was Zoe doing before she moved?
- 2 Why did she move?
- Is she happy with her decision? Why or why not?
- Read the article again and put the phrases a-g in the gaps 1-7.
- a and I just didn't feel like looking for another job
- and a busy social life of expensive restaurants and late-night clubs
- and she blushed with embarrassment
- d and I knew I wanted to stay
- and one of Kathy's wonderful dinners
- f and says she has no regrets
- and she has learnt to drive a tractor
- Work in pairs. Discuss these questions.
- Zoe says that she has no regrets. Do you think that she will have any regrets later?
- Are you happy with your lifestyle? Why or why not?
- Would you like to make a radical change to your lifestyle? What kind of change?

Redundancy was the best thing that ever happened to me

Like many of her colleagues, Zoe Chambers lived for her work. She was a successful PR consultant and life was going well - she had a great job, a beautiful flat on London's fashionable King's Road (1) _ Then, the unthinkable happened. One evening in June last year, she

received a text message telling her 10 she was out of work.

Suddenly, as she put it, life was 'hell'. 'The first two weeks were the most difficult to live through,' she said. 'After everything I'd done for the

company, they fired me by text! I was so angry (2) _ _. I hated everything about the city and my

Then, Zoe received an invitation from 40 20 an old schoolfriend, Kathy, to come and stay. Kathy and her husband,

Huw, had just bought a farm in north-west Wales. Zoe jumped at the 45 says she has never felt bored. Every chance to spend a weekend away from London, and now, ten months later, she is still on the farm.

'The moment I arrived at Kathy's farm, I loved it (3) _ Zoe. 'Everything about my past life suddenly seemed superficial. When I asked Kathy if I could work for her, she refused to take me seriously at first. She told me how much farm hands get paid (4)

35 Zoe has been working on the farm since October of last year . 'It's a hard life, physically very tiring,' she says. 'In London I was stressed and often mentally exhausted. But this is a good, healthy tiredness. Here, all I need to put me in a good mood is a hot bath (6)

After ten months on the farm, Zoe day brings a new experience. Kathy has been teaching her how to ride a horse (7) . Since Christmas, she has been helping with the

50 lambing - watching a lamb being born is incredible, she says, 'It's one of the most moving experiences I've ever had. I could never go back to city life

now. Redundancy is the best thing that has ever happened to me!'



superficial adj not deep, serious or important

READING – Realistic texts are accessible for the relevant level, and are from a variety of different sources and contexts.



Sample from Intermediate Level (split edition Level 3A)

GRAMMAR – Clear and uncomplicated explanations present new grammar elements.

GRAMMAR – A deductive approach to grammar gives students guidance and scaffolding for learning.

GRAMMAR: present perfect continuous 1

Use the present perfect continuous ...

 to talk about actions which started in the past and are still in progress now.

I've been living here for six months. (= I still live here.)

- often with time expressions and *for* or *since*. Use *for* + time expression to talk about the length of time the action has been taking place. Use *since* + time expression to talk about the starting point of the action. *for ten years, for a long time, for the last six months, ... since I left London, since last September, since last Saturday ...*
- in questions with *How long* ...?

 How long have you been waiting?

Make the present perfect continuous with *have/has + been* + verb + -*ing*.

I've been working here for over six months. He's been working here since he was a boy.

Use the present perfect simple (not the continuous) with stative verbs.

I've been here since last autumn. Not I've been being here.

- FOR MORE INFORMATION ABOUT STATIVE VERBS AND CONTINUOUS VERB FORMS, SEE PAGE 14
- SEE LANGUAGE REFERENCE PAGE 74

1 Complete the text. Put the verbs in brackets into the present perfect continuous.

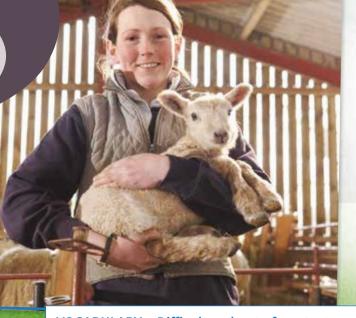
Dave is a violinist. He (1) _ (study) music for the last ten years and last year he moved to London to look for work. Dave _ (*live*) in London for five months now and while he is looking for a job with one of the London orchestras, he (3) (work) as a waiter in an Italian restaurant. One of his colleagues in the restaurant (also / look) for a job as a violinist and for the past two months they __ (play) their violins for the customers in the restaurant. Their concerts __ (get) a lot of attention in the local press and they (7) _____ (receive) requests to perform in restaurants all over the city. Could this be the beginning of a new career?

2 Look at the time expressions in the box. Which ones can we use with for and which ones with since? Mark the expressions for (F) or since (S).

a long time I left school
last summer about three hours
I started work the last two weeks
1996 ages
as long as I can remember

- 3 Find four mistakes in the sentences and correct them. Explain why the verbs are incorrect.
- 1 I haven't been understanding any of your explanation.
- 2 How long have you been studying English?
- 3 How long have you been knowing your best friend?
- 4 How long have you been being in the classroom?
- How long have you been doing this lesson?
- 6 How long have you been having your mobile phone?
- **4** Work in pairs. Answer questions 2–6 in exercise 3 using expressions with *for* and *since*.
- 5 Choose five of the expressions in exercise 2 and write sentences that are true for you, or a member of your family, using the present perfect continuous.

My dad's been collecting jazz CDs for as long as I can remember.



VOCABULARY – Difficult and out-of-context words from the text are given in the glossary so students are not distracted by these lexical hurdles.

67

VOCABULARY

words are

shown

provided in

context, then

not to detract

understanding and enjoyment.

students'

separately so as

Less common

STRUCTURE – Lesson B in every unit takes the topic one step further, allowing students to build on what they have learnt in the first lesson and enabling them to really feel comfortable around the wider topic.

7B Life changes

LISTENING – Language is best understood when it is seen or heard in context, and every lesson contains either a reading or a listening text.

1 60 2

1 Substants 2.2 Listen to a poem from The Lord of the Rings by JRR Tolkien. What is it about?

The Road goes ever on and on

Down from the door where it began.

Now far ahead the Road has gone/

And I must follow/ if I can/

Pursuing¹ it with eager² feet/

Until it joins some larger way

Where many paths and errands³ meet.

1 following 2 with enthusiasm 3 things you must do

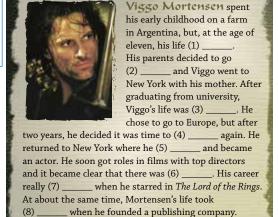
2 The sentences below contain metaphors of life as a journey. Translate them into your own language.

1 His life took an unexpected turn.

VOCABULARY: metaphor

- 2 His life was **at a crossroads**.
- 3 He and his partner went their separate ways.
- 4 He embarked on a new stage of his life.
- 5 He felt that it was time to **move on**.
- 6 He realized that there was **no turning back**.
- 7 He wanted to take **a new direction**.
- 8 Suddenly, his life **took off**.
- 3 Complete the text with the phrases in bold in exercise 2.

VOCABULARY – More challenging and diverse aspects of vocabulary are addressed.



4 **Solution** 2.3 Listen to the recording to check your answers.

68

- 5 Work in pairs. Discuss these questions.
- Do you know anyone whose life has taken an unexpected turn?
- Have you ever made a decision and felt that there was no turning back?
- Have you ever felt that you were at a crossroads in your life?
- Have you ever wanted to take a new direction in life?
 What did you do?

LISTENING O

- 1 6 2.4 Listen to an interview with a man whose life has taken a new direction. Answer the questions.
- 1 How has his life changed?
- 2 How has this changed his day-to-day life?



- 2 6 2.4 Listen again and answer the questions.
- 1 Why did he decide to leave his job?
- 2 Why didn't his wife leave her job?
- 3 Why did he feel guilty about going to work?
- 4 How long has he been looking after Ben?
- 5 Does he enjoy his new lifestyle? Why or why not?
- 6 Is it an easy lifestyle? Why or why not?
- 7 Would he like to go back to work one day? Why or why not?
- 3 Find these expressions in audioscript 2.4 on pages 140–141. Explain what the words in italics refer to.
- 1 It didn't make much sense.
- 2 We were missing out on it all.
- 3 Neither of us was there to see *it*.
- 4 It all turns into a game.
- 5 That's great
- 4 Would you be happy as a 'stay at home' parent? Why or why not?



SPEAKING – Opportunities to participate in interesting and motivating speaking activities arise naturally as the unit topic develops, giving students the chance to put their language into practice and improve their fluency.

Life changes 7B

SPEAKING

1 Work in pairs. Look at the list of life-changing events below and discuss these questions.



- Which are the three most important changes?
- Which is the most difficult decision to make?
- Which is the easiest change to deal with? Which is the most stressful?
- Have you had to make any of these changes in your life? If yes, what difficulties (if any) did you face?

- 2 Imagine that you have just made a big life change. Use your imagination or choose one of the ideas on page 127. Write your answers to these questions in note form.
- What change have you just made?
- Why did you decide to make this change?
- How long have you been doing what you are now doing?
- What difficulties did you face at the beginning?
- Are you happy with the change?
- Are there any aspects you particularly enjoy? Are there any that you really don't like?
- How long do you think you'll continue with this new lifestyle?
- Work in pairs. Interview your partner about their life change. Find out as much as you can about their new lifestyle.

Useful language 🔾

I think the most difficult thing was ... I really didn't know what to expect ... At first I was excited/nervous/unsure ... It took me some time to ... From the start I really enjoyed/loved/hated ... It's the best thing I've ever done!

FUNCTIONAL LANGUAGE AND VOCABULARY – The Useful language feature packages the lesson language into practical, manageable chunks for the students to take away.

DID YOU KNOW?

I'd recommend it to anyone!

1 Work in pairs. Read about legal ages and discuss the questions.

From a legal point of view, life in England and Wales begins at the age of ten. The law says that children from ten upwards can understand the consequences of their actions. The next big birthday is at sixteen, when you can leave school, get a job and pay tax. You can also leave home and get married (if your parents agree). At seventeen, you can drive or ride a small motorbike. At eighteen, you can get married without your parents' permission and you can finally vote. You can also buy alcohol, smoke, play the National Lottery and get a tattoo.

- Are these ages the same or different in your country?
- What do you think the various minimum legal ages should be?

CULTURAL INFORMATION – Students are not expected to learn in a vacuum, and their interests and curiosities are met with the Did you know? sections. This not only pulls together the language they have been focusing on in a realistic and fresh context, but exposes them to cultural information they may not already know.

READING - Putting

language into

context and

encouraging

understand the

structure builds

their language.

more confidence in

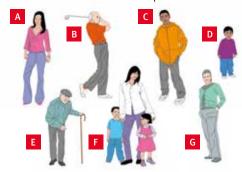
students to

STRUCTURE – A natural progression in the topic subject introduces new vocabulary and language areas.

7c Happy birthday

SPEAKING & VOCABULARY: life stages

1 Match the sentences 1–7 to the pictures A–G.



- He retired many years ago and lives in a home for the elderly.
- 2 He's a **pensioner** now, but he's still very active.
- 3 He's a toddler.
- 4 He's a typical adolescent.
- 5 She's middle-aged, probably in her late forties or early fifties.
- 6 She's still a teenager, but she's very adult in some ways.
- She's **thirty something** and she's got two young children.
- Use the words in bold in exercise 1 to make sentences about people you know. Talk about these people with a partner.
- **3** Work in pairs. Discuss these questions.
- Which stage of life do you associate with the following adjectives: wise, rebellious, overworked, lively, irresponsible, happy, bored?
- Which stage are you in at the moment? What are the advantages and disadvantages of being your age?
 Which stage are you most looking forward to? Why?

READING

- You are going to read an article about a woman who is celebrating her 113th birthday. Answer the questions.
- 1 How do you think she's going to celebrate her birthday?
- 2 In what way has the world changed since she was a young girl? What do you think are the changes that have shocked her most?
- 2 Read the article and compare your ideas to the information in the article. Has Florrie led a happy life?

Glossary

sherry n a kind of strong wine fade v slowly become less clear buck's fizz n a drink of

champagne and orange juice

Florrie prepares to celebrate her 113th birthday



fried egg sandwich every morning has helped her live so long. That and the occasional glass of sherry.

England's oldest woman, who has lived in three centuries, is today celebrating her 113th birthday surrounded by four generations of her family. She is fit and

healthy and does not need any regular medication. Her 10 short-term memory is fading, but her long-term memory is still going strong. She still remembers seeing Queen Victoria when she was four, and being amazed when she first saw a car.

Her family put her long life down to hard work and a strong character. She started working at the age of sixteen and didn't retire until she was 75. For most of her working life she walked up and down a long steep hill twice a day and her doctor is sure that this is part of the secret of her health and long life.

20 'It's wonderful to be the oldest lady in Britain,' she said, 'but to be honest I don't remember how old I am most of the time.'

Her friends and family have been preparing a special celebration for her in the nursing home where she lives.

The nursing home staff have been working hard to prepare for the special day. The chef has baked a special cake with 113 iced flowers. All four generations of the family will be there, including her daughter, Maisie, who is a youthful 88.

Florrie was born in Leeds, one of a family of eight.

In 1919 she married painter and decorator Clifford Baldwin. They had one daughter and lived happily together until he died at the age of 73. She continued to live in their three-bedroom house until the age of 105, fiercely independent, cooking and cleaning for herself until she

5 finally moved to a nursing home eight years ago. She was born before telephones, televisions and washing machines were invented and has seen 27 prime ministers, four kings, two queens and two world wars.

Florrie has one daughter, two grandsons, six great grandchildren and five great-great grandchildren. All the family have been helping with the preparations for the party and everybody is looking forward to toasting her incredible life with a

glass of buck's fizz, and helping Florrie blow out her 113 candles.



70



GRAMMAR – New language elements are presented through reading and listening, and then developed through clear and straightforward grammar explanations.

GRAMMAR – Students are always supported by Language Reference pages at the end of each unit, allowing them a further opportunity to clearly see and understand the language they have just learnt.

Happy birthday 7c

3	Read the article again and put the topics in the correct
	order.

☐ Florrie's childhood

☐ her husband☐ Florrie's secret for a long life

☐ Florrie's health

 $\hfill \square$ the changes that Florrie has seen

preparations for her birthday party

4 Work in pairs, A and B. Test your partner's memory.

A: Turn to page 128. Ask your partner the questions. B: Turn to page 131. Ask your partner the questions.

5 Would you like to live to be 113 years old? Why or why not

GRAMMAR: present perfect continuous 2

Use the present perfect continuous ...

 to talk about an action that has been in progress recently. The action may or may not still be in progress.
 They've been planning the party for weeks.
 They've been decorating the living room.

• to emphasize an action, or the duration of an action. They've been writing invitations all day.

Use the present perfect simple (not the continuous) ...

• to talk about the result of an action.

They've written more than a hundred invitations

• to talk about single, completed actions. *The chef has baked a special cake.*

FOR MORE INFORMATION ABOUT THE PRESENT PERFECT SIMPLE, SEE PAGE 24

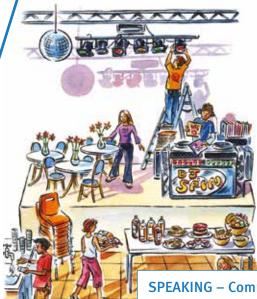
SEE LANGUAGE REFERENCE PAGE 74

1 Complete the text. Put the verbs in brackets into the present perfect simple or continuous.

It's my mum and dad's golden wedding anniversary next weekend. We (1) (arrange) a surprise party for
them for the last three months. We (2) (book)
a room in a local hotel and we (3) (order) an
enormous cake with a photo of their wedding on top.
We (4) (work) hard trying to get in touch with
friends and family from all over the world and so far we
(5) (receive) more than 50 replies to our
invitations. Mum and Dad suspect that we (6)
(plan) something special, but they don't really know
what. I know that Mum (7) (think) very
carefully about their outfits. She (8) (buy) a new
dress and she (9) (persuade) my dad that he
needs a new suit

Work in pairs. Look at the picture. Write as many sentences as possible to say what the people have been doing recently.

They've been preparing food for the party.



SPEAKING – Communicative activities for pair or group work at the back of the Student's Book offer students opportunities to put new language into practice through information-sharing or opinion-based interactions.

SPEAKING

 Work in two groups, A and B. You are going to talk about the changes that have taken place in your lifetime

Group A: Look at the questions on page 128. Group B: Look at the questions on page 131.

2 Use your notes and the Useful language to help you report back to the class on your discussion.

Useful language

Our group has been discussing ... We spent a lot of time talking about ... We think that the biggest changes have been ... We agreed that the ... We thought it was particularly interesting that ...

71

Lesson D

STRUCTURE - The final 90-minute lesson of the unit consolidates everything learnt previously with a focus on the communicative skills and functional language. It aims to bring out the situational element of learning English.

FUNCTIONAL LANGUAGE – This section helps students to deal with common, everyday situations in an Englishspeaking environment - what we might think of as 'survival language'.

7D Dilemmas

SPEAKING

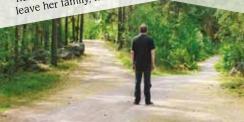
1 Read the three situations. Who has the most difficult decision to make?

At a Crossroads

Lynn is engaged to be married. At work, she is offered promotion, but the new job will involve a lot of travelling - sometimes she will need to be away for two weeks at a time. Her future husband, Tony, has a good job, and they do not need the extra money. He has oldfashioned values and Lynn is afraid that he will not be happy about the possibility of her travelling so much.

Eighteen-year-old Steve receives two letters. In the first, there is an offer of a place at a top university. He has won a scholarship and all his fees will be paid. In the second letter, he receives an offer of a professional contract with a top London football club. He can't do both.

Gabita (Mexican) and Sandy (British) live in Mexico. Gabita has a good job in an international company, but Sandy is unhappy. He cannot speak very good Spanish, he can't find a good job and he wants to return to Britain, where he hopes to return to his career as a journalist. Gabita wants her husband to be happy, but she doesn't want to leave her family, friends and career in Mexico.



- 2 Work in pairs. Discuss these questions.
- What advice would you give the three people in exercise 1?
- Have you ever had an important or difficult decision to make? What was it?

LISTENING & FUNCTIONAL LANGUAGE: giving advice

- 1 6 2.5 Listen to a dialogue between Lynn (from Speaking exercise 1) and Carl, a close friend. Answer the questions.
- What is Lynn's main worry?
- 2 What does Carl suggest?
- What does she think about his suggestions?
- 💁 2.5 Listen to the dialogue between Lynn and Carl again. Complete the sentences in column A with a phrase from column B.

- I think you should
- Why don't you
- What you need to do is
- Have you thought about
- If I were you, I'd
- There's no harm in
- Why not

- a call them right now.
- change the date of the wedding?
- explain to him how important this is to you.
- go and see him in the morning?
- speaking to his parents first?
- take it.
- telling him.
- Find the highlighted responses in audioscript 2.5 on page 141. Match the responses to the advice 1-7 in exercise 2.
- Rearrange the words to make six pieces of advice.
- her dinner take whv out to you don't ?
- she asking no harm what there's wants her in .
- ľd get you if flowers were her some I.
- weekend to need do her away what take for the . vou is
- should theatre her the some tickets think you for .
- thought you voucher giving have about a ?
- Read the advice in exercise 4 again. What do you think has happened? Why is the person giving this advice?
- 6 Work in pairs, A and B. Perform the roleplay.
 - A: You want some advice about a problem. Turn to page 128. B: You want to help your friend with a problem. Turn to page 133.
- 7 Now exchange roles.

A: Turn to page 130. B: Turn to page 132.





PRONUNCIATION -

attention on the

elements of

practice.

pronunciation,

and gives them an

opportunity for guided

Extracting details from the realistic listening

texts focuses students'

importance of natural

intonation and other

VOCABULARY: exclamations with what

- 1 Match the comments 1-8 to an appropriate response a-h.
- 1 I thought it was something serious, but the doctor said it was nothing really.
- ... and then he said that Slovakia was the capital of the Czech Republic!
- You'll never guess what! For the first time in my life, he bought me some flowers!
- Mum! Look, I've got tomato ketchup all over my T-shirt. And on my trousers, too.
- 5 I thought we were going to win, but the other team scored a goal in the last minute.
- So, she's lost her job, her husband's left her and now she's broken her leg!
- There was no hot water this morning, so I couldn't have a shower.
- I can't remember his address. Oh, I know, I'll see if it's in the phone book.
 - What a good idea!
- What a relief!
- What a mess! What a nightmare!
- What a shame!
- What a nuisance!
- What a surprise! What an idiot!
- Work in pairs. Think of four situations in which somebody would say these things.
- What a day! What a night!
- What a waste of time!
- What bad luck!

PRONUNCIATION: intonation (feelings)

- 1 🚳 2.6 Listen to this extract from Lynn and Carl's dialogue. Choose the best explanation of the word what in the extract.
- 1 I didn't hear you very well.
- 2 I'm really angry with you.
- I'm really surprised.
- 2.7 Now listen to these three words. Match each word to a feeling from the box.
- 1 hello 2 right 3 ves

anger surprise happiness boredom interest

3 Practise saying the words in exercise 2 with as many different feelings as you can.

Self-assessment (✓)

- ☐ I can understand a discussion about personal problems.
- I can talk about personal problems.
- ☐ I can give advice.

VOCABULARY – Lexis that is practical and immediately applicable to the student's life is drawn out in a natural and engaging way.

CEFR and SELF-ASSESSMENT - Each unit finishes with a self-assessment box so students can check and monitor their own progress and become more independent. The checklist is a selection of clear 'can-do' statements and therefore links to the CEFR and Portfolio elements of the course.

Straightforward Second edition authors Author picks from Roy Norris and Philip Kerr

Philip Kerr and Roy Norris provide their top teaching takeaways from their favourite lessons in *Straightforward* Second edition.

Roy Norris Advanced, Unit 9

The Vocabulary and Speaking section from 9B in *Straightforward* Second edition Advanced level is a favourite of mine, not least because it includes two features of language learning which advanced students are most concerned about and which are given high priority in *Straightforward* Advanced. I also really enjoyed writing it; I love working with vocabulary (*run-down houses, rickety chairs, threadbare carpets*) and the speaking was fun to try out on students when I was writing the manuscript.

Teaching takeaway

Collocations are crucial to those students who want to lift themselves off the intermediate plateau and become true C1 users of English. As with all vocabulary exercises in the book, this one was thoroughly researched to ensure that the collocations are high frequency in the context of describing homes and therefore of interest to learners. To do this, I used a computer programme called Sketch Engine, which enables writers – and teachers – to analyse the language in a number of corpora and draw accurate conclusions about how it is used.

The idea behind the two role-plays is by no means new, but they do provide relevant contexts in which to use the language in a light-hearted way. They represent just one example of a wide variety of different speaking task-types in the book, which also include debates, presentations, ranking and task-based activities. The speaking task in 9A, where students are asked to submit a plan for a new town, was written with the help of my brother, who's a chartered surveyor, so that it would be as realistic as possible. Indeed, a great deal of research and fact checking went into every unit of **Straightforward** Advanced, so it was as much a learning experience for me as I hope it is for the students who use it.

Roy Norris **Straightforward** co-author

Philip Kerr Pre-intermediate, Unit 8

My own favourite lesson from **Straightforward** Second edition is the personalised grammar practice on page 77 of the Pre-intermediate level. This approach is fairly common throughout **Straightforward**, although the format varies slightly.

Teaching takeaway

These tasks ask students to look at problems with grammar (and often vocabulary) – they correct mistakes, fill in gaps and so on – but the exercise is designed in such a way that it leads directly on to personalised practice, in which the student uses the language in a meaningful, contextualised and memorable way. It's one of the key features of **Straightforward**, and also of all the other materials that I've written.

Since this kind of exercise first appeared in coursebooks, it has become increasingly common, but I'm still surprised by the amount of material which doesn't include at least some element of personalisation. Students, even at low levels, can always find something to say, and it's often a moment when the personalities of individual students come to the fore, when unexpected moments of humour occur. It allows for the unpredictable ... and that's what makes teaching fun!



Philip Kerr **Straightforward** co-author







Ceri Jones

Lindsay Clandfield

Jim Scrivener

Read biographies of all the Straightforward authors at www.macmillanenglish.com/authors

What teachers are saying

Teachers all over the world have used and loved *Straightforward* Second edition. Here are some of their comments. See more of the case studies at www.macmillanenglish.com/case-studies



"We find Straightforward to be one of the best books on the market."

Chris Humphrey – Director of Studies Southampton Language College, England

"... It has very nice digital material ... I like the videos and there are a lot of support materials for teachers.
There's a lot of rich language to explore in the texts."

Ricardo Barras — Teacher Cultura Inglesa Juníai Sao Paulo, Brazil





"The coursebook is ... very up to date, with great listening activities and interesting texts. It works for the students because they like the topics ... they like to keep track of their lessons and to see how far in the book they've reached!"

Claudia Rant – English Teacher Southampton, England

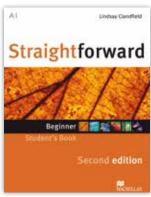
Teaching made Simple



PRAGMATIC methodology

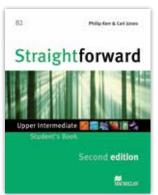
VARIED content

TRANSPARENT structure

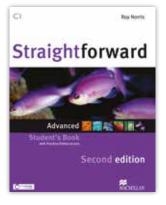












Straightforward Second edition components

	Beginner (A1)	Elementary (A2)	Pre-intermediate (B1)	Intermediate (B1+)	Upper Intermediate (B2)	Advanced (C1)
Student's Book	9780230422957	9780230423053	9780230414006	9780230423244	9780230423343	9780230423442
Student's Book & Webcode	9780230424449	9780230424456	9780230424463	9780230424470	9780230424487	9780230424494
Workbook & CD (with key)	9780230422971	9780230423060	9780230423169	9780230423268	9780230423350	9780230423466
Workbook & CD (without key)	9780230422964	9780230423077	9780230423152	9780230423251	9780230423367	9780230423459
Teacher's Book Pack	9780230423015	9780230423114	9780230423206	9780230423305	9780230423404	9780230423503
Class Audio CD	9780230423022	9780230423121	9780230423220	9780230423329	9780230423428	9780230423510
IWB DVD-ROM (single user)	9780230424166	9780230424227	9780230424272	9780230424340	9780230424395	9780230423589
IWB DVD-ROM (multiple user)	9780230424159	9780230424210	9780230424289	9780230424333	9780230424401	9780230423596

New split edition ISBNs

	CEFR level	Student's Book with Workbook and Workbook Audio split edition	Teacher's Book Pack + Audio CD split edition
Starter level	A1+	9781786329912	9781786325587
Level 1A	A2	9781786329929	9781786320353
Level 1B	A2+	9781786329936	9781786320360
Level 2A	B1	9781786329943	9781786320469
Level 2B	B1+	9781786329950	9781786320452
Level 3A	B1++	9781786329967	9781786320568
Level 3B	B2	9781786329974	9781786320551
Level 4A	B2+	9781786329981	9781786320650
Level 4B	C1	9781786329998	9781786320667

www.macmillanstraightforward.com



This leaflet has been produced by Fauzia Eastwood, Marketing Executive for Adult, Business and Methodology. If you need any further information on the products mentioned here, please get in touch at **help.macmillan.com**

