



PROFESSIONAL ENGLISH HUB I



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UNIT	Vocabulary	Grammar	Reading	Listening
1 New places (pp 5–14)	countries and nationalities everyday items	present simple <i>be</i> and <i>have</i> singular and plural nouns <i>this / that / these / those</i> possessive adjectives and apostrophes	a web forum Tips Hub! • Read for gist	an informal conversation Tips Hub! • Listen for detail
2 Daily life and work (pp 15–24)	everyday activities digital time work and jobs	present simple adverbs of frequency <i>have to / don't have to</i> prepositions of time and time expressions	an interview	a radio show Tips Hub! • Listen for detail
3 Entertainment (pp 25–34)	entertainment places of entertainment in a town / city	likes and dislikes imperatives <i>can</i> and <i>could</i>	a city guide	a family conversation Tips Hub! • Listen for detail
4 Shopping (pp 35–44)	clothes and accessories shops and services	present continuous and <i>-ing</i> present simple vs present continuous present time expressions subject and object pronouns	a social media post Tips Hub! • Read for genre	a phone conversation
5 Travel and transport (pp 45–54)	transport travel verbs travel phrases	past simple past simple regular verbs ending past simple <i>be</i> past time expressions	a journey report Tips Hub! • Scan for names	a conversation about a trip Tips Hub! • Guess the meaning of unknown words
6 Food and drink (pp 55–64)	food and drink containers food preparation	<i>there is / there are</i> + countable and uncountable nouns <i>some / any</i> <i>much / many / a lot of</i>	a blog Tips Hub! • Decode words	an informal conversation
7 The great outdoors (pp 65–74)	landscape features survival kit phrasal verbs	comparatives verb / adjective + <i>to</i> + infinitive superlatives	a survival guide Tips Hub! • Headings	a radio programme
8 The body (pp 75–84)	the body sports and hobbies irregular past participles	<i>should / shouldn't</i> present perfect present perfect vs past simple	a webpage Tips Hub! • Sequence information	a podcast
9 Modern lives (pp 85–94)	internet communication collocations with <i>get</i>	<i>be going to</i> future time expressions <i>will</i> for predictions <i>might</i> for possibility	an online magazine article Tips Hub! • Predicting	a conversation between friends
Self-study bank (pp 95–112)	Grammar reference	Speaking reference	Irregular verbs	Wordlist



Speaking	Pronunciation	Writing	Project	Key Competences
<p>introduce oneself greet people and make introductions order in a café</p> <p>▶ Good morning</p>	<p>syllable stress word stress</p>	<p>a registration form</p>	<p>an inventory list</p>	<p>CLC PSLLC CAEC PC CC DC EC</p>
<p>ask for things and respond say prices show surprise</p> <p>▶ Café chaos</p>	<p>third person -s: /s/, /z/, /ɪz/ stress and intonation</p>	<p>a formal email</p>	<p>a job profile</p>	<p>CLC DC EC PC PSLLC STEM CC</p>
<p>make and respond to suggestions colloquial language</p> <p>▶ Finding Neena</p>	<p>word stress: noun patterns stress and intonation</p>	<p>a description of a place</p>	<p>a professional Kahoot</p>	<p>CLC DC EC PC PSLLC CAEC</p>
<p>shop for clothes colloquial exclamations in a conversation</p> <p>▶ Meeting Milly</p>	<p>/ŋ/ connected speech</p>	<p>a social media post</p>	<p>a professional video tutorial</p>	<p>CLC DC CC STEM PSLLC EC</p>
<p>check in and out of a hotel everyday English in a conversation</p> <p>▶ New York</p>	<p>past simple regular verbs ending (-ed) intonation in questions</p>	<p>an article experience</p>	<p>an eco-friendly workplace infographic</p>	<p>CLC DC EC PC PSLLC CAEC STEM CC</p>
<p>order food in a restaurant polite phrases</p> <p>▶ More cheese</p>	<p>plurals stress and intonation</p>	<p>an online restaurant review</p>	<p>a TikTok to offer a service</p>	<p>CLC STEM PSLLC PC DC EC</p>
<p>make and respond to invitations short questions in a conversation</p> <p>▶ Party invitation</p>	<p>/tu:/ and /tə/ stress and intonation</p>	<p>an email of complaint</p>	<p>a country fact file</p>	<p>CLC DC EC PC PSLLC STEM CC</p>
<p>ask for information phrases with similar meanings</p> <p>▶ Get fit</p>	<p>sentence stress stress and intonation</p>	<p>instructions for a colleague at work</p>	<p>a work schedule</p>	<p>CLC DC CC STEM PSLLC EC</p>
<p>show interest in something filler words in informal conversations</p> <p>▶ Party time</p>	<p>contractions: 'll stress and intonation</p>	<p>a party invitation</p>	<p>a professional TV news bulletin</p>	<p>CLC STEM PSLLC PC DC EC</p>

HOW TO USE THIS BOOK

Unit structure

Opening page

The **Unit contents** summarise the main contents to be covered in the unit (Vocabulary, Grammar, Listening, Reading, Speaking, Pronunciation, Writing, Project).

In the **Objectives** students see at a glance the CEFR learning objectives for each lesson. Various sections incorporate topic-related questions to increase awareness of Sustainable Development Goals (SDGs).



Language

In Professional English Hub, **Vocabulary** is organised into semantic categories, helping students to organise and use new words in specific contexts.

Grammar is presented in easily understandable tables and applied in real-life situations for practice.



Skills

The **Reading** and **Listening** sections have different tasks ranging from global to detailed understanding. The activity titles clearly indicate the skill to be followed. The texts and scripts are also a tool for introducing vocabulary, grammar and pronunciation.

Students will often use the grammar, vocabulary and pronunciation from the lesson to complete **speaking** activities, in pairs or in groups, in social and vocational situations linked to the unit objectives.

Lessons focus on both word level and sentence level **pronunciation**. This allows students to improve their accuracy and fluency.

Café Hub is a double-page section that has a focus on **video** and **communications skills**. Students will learn a variety of useful phrases that will help them to communicate effectively in a range of real-world situations.

Writing skills are developed in one lesson in every unit. Each writing lesson is aligned to the unit topic and teaches a different writing skill. Students can see completed writing models with boxes that explain the structure of the text. Students will use it as a guide to write their own step by step activity proposed in the section It's your turn.

A **review** will strengthen what the students have learned in Grammar, Vocabulary and Functional Language sections.



Project Hub

In this section a **project** will be developed that each student will be able to adapt and link to their professional module. The model text and the It's your turn box will guide students step by step in the organisation and content of their particular project.

In the Project Hub lesson, the icon  serves as an indicator that the project will undergo additional development within the digital book.



Self-study bank

The final section of the book includes a **Self-study bank** with a concise grammar reference, a practical speaking reference, a wordlist and a list of irregular verbs.



1

NEW PLACES

Unit contents

Vocabulary	countries and nationalities, everyday items	Speaking	introduce oneself, greet people and make introductions, order in a café
Grammar	present simple <i>be</i> , singular and plural nouns, present simple <i>have got</i> , <i>this / that, these / those</i> , possessive adjectives and apostrophes	Pronunciation	syllable stress, word stress
Listening	an informal conversation	Writing	a registration form
Reading	a web forum	Project	an inventory list

I am a citizen of the world.

Socrates



OBJECTIVES

- Talk about countries and nationalities
- Ask and answer questions about oneself
- Talk about everyday items
- Talk about possessions
- Greet people, introduce oneself and make introductions
- Order in a café
- Fill in a form with personal details
- Make an inventory list

SDG Work with a partner. Discuss the questions.

1. Look at the photo. Which city is it?
2. Where are you from?
3. What's your favourite city?
4. Who is Socrates? What does the quote mean? Do you agree?
5. Are there people of different cultures in your town / city?

1.1 People and places

- Talk about countries and nationalities
- Ask and answer questions about oneself

LISTENING

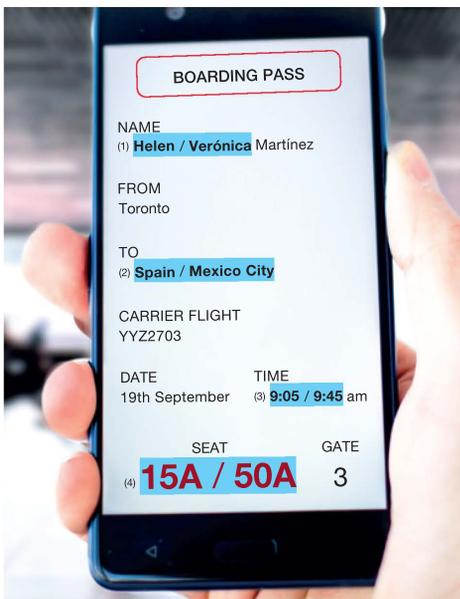
An informal conversation

1. **SDG SPEAK** What means of transport do you use when you go on holiday? Are they sustainable?

1 **2. LISTEN FOR GIST** Look at the photo and listen. Are the two women friends?



1 **3. LISTEN FOR DETAIL** Write the correct options in your notebook. Then listen again and check.



1 **4. LISTEN FOR KEY WORDS** Listen again. Complete the sentences with the words in the box in your notebook.

Canadian Mexico Mexico City Spanish

- Helen likes names.
- Veronica is from .
- Helen is .
- Helen's company is in .

5. **SPEAK** Work in pairs. Introduce yourself to your partner.

- Hi. I'm Antonio.*
Nice to meet you, Antonio. I'm Sandra.

VOCABULARY

Countries and nationalities

2 **6.** In pairs, find these countries on a map. Listen, point and say.

Chile Finland Greece India Ireland
 Italy Japan Portugal Sudan
 Switzerland the Netherlands Turkey

3 **7.** In your notebook, match the countries in exercise 6 with the nationalities in the box. Listen, repeat and check your answers.

Dutch Portuguese Indian Chilean
 Sudanese Swiss Finnish Italian
 Greek Irish Japanese Turkish

8. **SPEAK** Work in pairs. You say the country and your partner says your nationality.

- I'm from Finland.* *You are Finnish.*

PRONUNCIATION

Syllable stress

4 **9.** Copy the table in your notebook. Listen and complete it with the words in the box.

Chilean Japan Portugal Sudanese Turkish

1.	2.	3.	4.	5.
● ● ●	● ● ●	● ● ● ●	● ● ● ●	● ● ● ●
● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ●

10. **SPEAK** Work in pairs. Say the countries and nationalities in exercises 6 and 7 with the correct syllable stress.

GRAMMAR

Present simple be

11. Look at the grammar table. How many different forms does the verb *be* have?

Present simple <i>be</i>		
	Affirmative	Negative
I	I am in class. I'm in class.	I am not in class. I'm not in class.
he / she / it	She is Finnish. She's Finnish.	She is not Finnish. She isn't Finnish.
we / you / they	They are friends. They're friends.	They are not friends. They aren't friends.
	Questions	Short answers
I	Am I in class?	Yes, I am . No, I'm not .
he / she / it	Is she Finnish?	Yes, she is . No, she isn't .
we / you / they	Are they friends?	Yes, they are . No, they aren't .
	Question word + <i>be</i> + subject ... ?	
Age	How old are you?	
Place	Where are you from?	
Thing	What's your name?	

12. RULES Write the correct options in your notebook.

- We use *'m*, *'s* and *'re* to make **affirmative / negative** sentences with *be*.
- We use *'m not*, *isn't* and *aren't* to make **affirmative / negative** sentences with *be*.
- In questions, the subject comes **before / after** *be*.
- In short answers, the subject comes **before / after** *be*.
- Question words come **before / after** *be*.

13. Complete the blog post with the correct form of *be* in your notebook.


Hi, we (1) Artur and Mateo. I (2) Portuguese and Mateo (3) Chilean. We live in Lisbon, but we (4) (not) in Portugal right now. We (5) in Berlin as students with the Erasmus+ programme. Berlin (6) (not) a cheap city, but it (7) fun!

14. In your notebook, order the words to make questions.

- from / where / you / are / ?
- your / Swiss / are / parents / ?
- old / you / are / how / ?
- is / your / when / birthday / ?
- is / subject / your / what / favourite / ?

15. SPEAK Work in pairs. Ask and answer the questions in exercise 14.**Singular and plural nouns****16.** Look at the grammar tables. What kind of words are usually after *a / an*?

Singular nouns	
<i>a</i>	<i>an</i>
a name	an email
a wallet	an airport

Plural nouns	
Singular	Plural
pen	pens
address	addresses
watch	watches
country	countries
lady	ladies
gentleman	gentlemen
child	children
person	people

17. RULES Write the correct options in your notebook.

- We use *a* with **plural / singular** nouns that begin with a **consonant / vowel** sound.
- We use *an* with **plural / singular** nouns that begin with a **consonant / vowel** sound.
- We add **-s / -es** to most nouns to form the plural, like in *pens*.
- We add **-s / -es** to nouns that end in *-s* or *-ch* to form the plural.
- For nouns that end in consonant + *-y*, we cut the *-y* and add **-es / -ies**.

18. Complete the sentences with *a* or *an* in your notebook.

- Take umbrella – it's raining!
- Keiko is Japanese student.
- Send me email with the course information.
- Mexico is country in South America.
- Clara is apprentice cook.

19. Complete the sentences with the plural form of the nouns in brackets in your notebook.

- There are two (sandwich) for you.
- Where are the blue (glass)?
- Are these your (book)?
- He has got three (child).
- Italy and Finland are (country) in Europe.

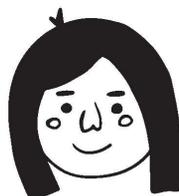
20. SPEAK Work in pairs. You say a noun with *a / an* and your partner says the plural form.**SPEAKING****Meet new people****21. SDG** Work in pairs. You are two new students with the Erasmus+ programme in Ireland. In turns, ask and answer questions about yourself. Use the ideas below or your own ideas. Are you similar or different?

name	country / nationality	studies
hometown	age	favourite subject



Hi! My name's Pablo.
What's your name?

Hi, Pablo. My name's Keiko.
Where are you from?



1.2 What have you got in your bag?

- Talk about everyday items
- Talk about possessions

VOCABULARY

Everyday items

1. **SPEAK** Work in pairs. Do you usually travel with a lot of luggage or do you travel light?

5 2. Match items 1–12 with the words in the box in your notebook. Listen, repeat and check your answers.

bag bottle of water credit card headphones
keys laptop magazine mobile phone
tissues umbrella wallet watch



3. Complete the blog post with words from exercise 2 in your notebook.

Marley: For long bus journeys, I always carry something to eat and a (1) of water in my (2) . I like buying a travel (3) and reading it while listening to music on my (4) . I also use my (5) to watch films and chat with my friends. This makes the journey very short for me.



4. **SPEAK** Work in pairs. What do you do on long journeys?

6 5. **READ FOR GIST** Read the Tips Hub! box. Then read and listen to the text. What is it about?

- Things people take to work.
- Things people take to a party.
- Things people take on a plane.



Tips Hub!

Read for gist

When you read the text for the first time, focus on the title, the images, the general topic and the key words. This will help you understand the main idea and the genre of the text.

READING

A web forum

What's in your hand luggage?

Hand luggage is usually a problem for many people. Three travel experts talk about the things in their hand luggage when they go on a plane.

Wei

I never use a suitcase. I put everything in my hand luggage, so there's no need to wait at baggage reclaim. I just want to get off the plane and leave the airport as soon as I can. So ... my hand luggage is very heavy, but that's OK. I have got two watches. I wear one and I put one in my bag, so I always know what time it is at home. I travel to lots of countries.



Elif

I have got a laptop and my phone in my hand luggage when I go on a plane. That's always! I have got an umbrella and my keys too. I travel a lot for work, so flying is a good time to do my work. I can relax at home.



Bruce

I don't carry a lot of luggage when I go on a plane. My bag is very small. I have got a bottle of water and tissues. That's it. I usually sleep when I'm on a plane.



What have you got in your hand luggage?

6. READ FOR DETAIL Read the text again. Write *True* or *False* in your notebook. Correct the false sentences.

1. Wei never uses a suitcase.
2. Wei always has got his watch and a wallet in his bag.
3. Elif usually has got an umbrella and her keys in her hand luggage.
4. Elif likes to relax on the plane.
5. Bruce's bag is very big.
6. Bruce takes a bottle of water and tissues on the plane.

7. SDG SPEAK Work in groups. Do you think hand luggage is different depending on passengers' gender or age?

GRAMMAR

Present simple *have got*

8. Look at the grammar table. How many different forms does the verb *have got* have?

Present simple <i>have got</i>		
	Affirmative	Negative
I / you / we / they	You have got a key. You've got a key.	You have not got a key. You haven't got a key.
he / she / it	He has got a ticket. He's got a ticket.	He has not got a ticket. He hasn't got a ticket.
	Questions	Short answers
I / you / we / they	Have you got a key?	Yes, I have . No, I haven't .
he / she / it	Has he got a ticket?	Yes, he has . No, he hasn't .

9. RULES Write the correct options in your notebook.

1. The short form of *has got* is **'s got / 's / have got**.
2. The short form of *have got* is **'ve / 've got / has got**.
3. When asking questions, the subject comes **before / after / between** *have / has* and *got*.
4. In short answers, we **use / don't use** *got*.

10. Complete the sentences with the correct form of *have got* in your notebook.

1. I a weather app in my smartphone.
2. My friend James (not) brothers, but he two sisters.
3. you a new email address?
4. Chloe and I (not) many things in common, but we the same red T-shirt!
5. your mobile a good camera?

this / that, these / those

11. Look at the grammar table. Can you translate *this / that, these / those* into your language?

<i>this / that, these / those</i>		
	Near	Far
Singular	This is my bag here.	That is Jo's bag over there.
Plural	These are our bags here.	Those are your bags over there.

12. RULES Write the correct options in your notebook.

1. We use **this / that** with a singular noun that is near.
2. We use **this / that** with a singular noun that isn't near.
3. We use **these / those** with a plural noun that is near.
4. We use **these / those** with a plural noun that isn't near.

13. Look and write the correct options in your notebook.



1. **Those / These / This** are my sunglasses.
2. Is **this / that / those** your wallet?
3. **This / These / Those** suitcase is really heavy!
4. Are **these / those / that** bags yours?
5. Is **those / that / this** your pen?
6. **This / Those / These** are my sandwiches.

Possessive adjectives and apostrophes

14. Look at the grammar tables. What kind of words usually go after possessive adjectives?

Possessive adjectives								
Subject pronouns	I	you	he	she	it	we	you	they
Possessive adjectives	my	your	his	her	its	our	your	their
	her umbrella			her umbrellas				

Possessive apostrophes	
my sister's watch	her children's toys
my friends' bags	Liz and Jim's keys

15. RULES Write the correct options in your notebook.

1. We use **different / the same** possessive adjectives for singular and plural nouns.
2. We add **/s** to regular singular nouns and irregular plural nouns.
3. We add **/s** to regular plural nouns.
4. When there are more than two names, we only add **s** to the **first / last** name.

16. Correct one mistake in each sentence in your notebook.

1. This is Pam's and Jack hand luggage.
2. Alice is an actor and his dad is an actor too.
3. What are the womens' names?
4. Is this you new car?
5. Hi! I'm John and this is they friend, Lois.

17. SPEAK Work in groups. Choose three school items each and mix them up. In turns, ask and answer questions to guess whose they are.

Q Is *this* your book?

A Yes, *this* is my book. / No, *this* is Ana's book.

- Greet people, introduce oneself and make introductions
- Order in a café

COMPREHENSION

Introduce oneself

1. Watch the video. Look at photos a–e and complete the introductions in your notebook.
2. Write a question about each person from exercise 1.
How old is Sam? Where is Gaby from?
3. **SPEAK** Work in pairs. Ask and answer your questions from exercise 2.

FUNCTIONAL LANGUAGE

Greet people and make introductions

4. In your notebook, copy the table and complete it with the words in the box.

bad fine hi meet morning see too you

Greetings and introductions

Say hello	Greetings + reply
Hello. / Hey! / (1) <input type="text"/> !	How are you?
Good (2) <input type="text"/> .	Not too (3) <input type="text"/> .
Good afternoon.	I'm (4) <input type="text"/> , thanks.
Good evening.	Very well, thanks.
Introductions + reply	Say goodbye
This is (Sam).	Bye.
This is my friend (Milly).	See (7) <input type="text"/> .
Nice to (5) <input type="text"/> you.	See you soon.
Nice to meet you, (6) <input type="text"/> .	(8) <input type="text"/> you later.

5. **▶** 00:00–01:06 Watch the video again. Check your answers.

