

**Student's Book**



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# PROFESSIONAL ENGLISH HUB II



Formación Profesional

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# PROFESSIONAL ENGLISH HUB II



UNIT	Vocabulary	Grammar	Reading	Listening
<b>1 Relationships</b> (pp 5–14)	people types of people personality adjectives	question forms frequency adverbs and phrases	a blog review Tips Hub! • preview a text	a podcast
<b>2 Living</b> (pp 15–24)	verbs + preposition free time noun suffixes	present simple and present continuous future: <i>be going to</i> and <i>will</i>	a web forum Tips Hub! • read for main ideas	a radio show
<b>3 Travel</b> (pp 25–34)	transport and travel accommodation and facilities prefixes: opposite adjectives	<i>all / some / most / no / none</i> verbs + gerund and / or infinitive past continuous past simple and past continuous	an online magazine article Tips Hub! • skim for key words	a podcast
<b>4 Work</b> (pp 35–44)	adjectives for appearance work collocations <i>work</i> + prepositions	modal verbs: <i>can / could / be able to</i> modal verbs: <i>must / have to / can</i> present perfect with <i>for</i> and <i>since</i> present perfect with <i>just, already</i> and <i>yet</i>	a report	a job interview Tips Hub! • listen for inference
<b>5 Health</b> (pp 45–54)	minor illnesses feelings phrasal verbs	quantifiers <i>too</i> and <i>enough</i> articles and no article <i>used to</i>	a report Tips Hub! • facts and opinions	a radio show
<b>6 Cinema and literature</b> (pp 55–64)	film and book genres descriptive adjectives (films and books) television	zero and first conditionals past perfect past simple and past perfect	a report	a podcast Tips Hub! • identify contrast: linking words and phrases
<b>7 Money</b> (pp 65–74)	<i>make</i> and <i>do</i> collocations money verbs money phrases	second conditional defining relative clauses	a magazine article Tips Hub! • guess the meaning of unknown words	a lecture
<b>8 Our world</b> (pp 75–84)	electronic devices the internet natural features indefinite pronouns: <i>somewhere / nowhere / everywhere / anywhere</i>	comparatives and superlatives the passive: present and past simple	a news report Tips Hub! • express cause and effect	descriptions
<b>9 Media</b> (pp 85–94)	news expressions advertising	reported speech: statements, questions, commands and requests	an article	a discussion Tips Hub! • give opinions, agree and disagree
<b>Self-study bank</b>	Grammar reference	Irregular verbs	Speaking reference	Wordlist



Speaking	Pronunciation	Writing	Project	Key Competences
make introductions give personal information greet people everyday phrases ▶ Hello again	word stress in multisyllable adjectives word stress and intonation	a blog post	a video job application	CLC PC DC PSLLC CC CAEC
make arrangements colloquial phrases ▶ Would you?	<i>will and won't</i> saying <i>yes or no</i>	an informal reply to an invitation	an interview podcast	CLC STEM DC PSLLC CC
ask for travel information customer service phrases give directions ▶ Overslept	<i>/p/, /b/, /v/</i> word stress and intonation	an informal email	a presentation of a useful app	CLC PC DC PSLLC CC EC CAEC
do a job interview encouraging phrases ▶ The cat	<i>can / can't</i> and <i>must / mustn't</i> singular and plural forms	a covering email for a job	a work safety rules infographic	CLC DC PSLLC CC EC
talk about symptoms pharmacy phrases ▶ Painful experience	<i>the: /ðɪz/ or /dəz/</i> vowel sounds	a survey report	a product review video	CLC STEM DC PSLLC CC EC
show interest in a topic British and American English ▶ First date	word stress in longer words intonation	a film review	a design of your workplace	CLC PC DC PSLLC EC CAEC
go shopping and ask for a refund shopping phrases ▶ Difficult customer	<i>/s/ and /z/</i> adding emphasis	a 'for sale' advert	a business promo on TikTok	CLC PC STEM DC CC PSLLC EC
make and receive phone calls voicemail messages phone problems phrases ▶ Locked out	pronounced and silent <i>/r/</i> word stress and intonation	a product recommendation	a job comparative table	CLC PC STEM DC PSLLC CC
give and respond to opinions colloquial phrases at home ▶ Watch this	vowel sounds: <i>/ɒ/, /ɔ:/, /aʊ/</i> agree and disagree	a news story	a career guidance chart	CLC PC STEM DC CC PSLLC EC

# 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 list of irregular verbs, a practical speaking reference and a wordlist.



# 1

# RELATIONSHIPS

## Unit contents

<b>Vocabulary</b>	people, types of people, personality adjectives	<b>Speaking</b>	make introductions, give personal information, greet people, everyday phrases
<b>Grammar</b>	question forms, frequency adverbs and phrases	<b>Pronunciation</b>	word stress in multisyllable adjectives, word stress and intonation
<b>Listening</b>	a podcast	<b>Writing</b>	a blog post
<b>Reading</b>	a blog review	<b>Project</b>	a video job application



My best friend is the one who brings out the best in me.

Henry Ford

## OBJECTIVES

- Find out about someone new
- Talk about different types of people
- Describe someone's personality
- Greet people and give personal information
- Make introductions
- Use everyday English in a conversation
- Write information about yourself
- Make a video job application

**SDG** Work with a partner. Discuss the questions.

1. Who are your closest relationships?
2. Who is Henry Ford? What does the quote mean? Do you agree?
3. What qualities do you look for in a friend?
4. Do you have any friends from a different culture or country? Do your differences make it harder to be friends?

## LISTENING

### A podcast

1. **SPEAK** Work in groups. Answer the questions.

1. What is happening in the photo?
2. Where do people often meet for the first time?
3. How do you usually start a conversation with someone you have just met?



**2. LISTEN FOR KEY WORDS** Listen to an interview with psychologist Isabelle Ackerman. Answer the questions in your notebook.

1. What topic does she talk about?
2. What should you start a conversation with?
3. What are two safe topics of conversation to 'break the ice'?

**3. LISTEN FOR DETAIL** Listen again. Complete the tips with the verbs in the box in your notebook.

ask discuss feel give know say

1.  something positive about the place or situation you are in, and then ask a question.
  2.  about other people.
  3. Don't be negative about other people because you don't know who they .
  4. Ask lots of questions and  lots of answers.
  5. When you  more relaxed, ask some personal questions.
  6. Don't  topics like religion or politics with someone you don't know.
4. **SDG SPEAK** Work in groups. Answer the questions.
1. What do you think of the tips in the podcast?
  2. Do you think icebreaker questions should be different depending on the speakers' gender, race or religion? Why? / Why not?

## GRAMMAR

### Question forms

5. Look at the grammar tables. What are they about?

#### Questions with do / does / did

Do / Does / Did + subject + infinitive ... ?

Do you have children?	Does he go to English classes?
Did she write a blog post?	Did they do their homework?

#### Questions with be

Am / Is / Are + subject ... ?

Am I in this class?	Are they strangers?
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Am / Is / Are + subject + -ing ... ?

Is she studying now?	Are you having fun?
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Was / Were + subject ... ?

Was he a sensible person?	Were they good at English?
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#### Questions with the present perfect

Have / Has + subject + past participle ... ?

Have you seen Alice?	Has he written a bucket list?
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#### Question words

Question word + do / does / did + subject + infinitive ... ?

When do you study?	Where does he come from?
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What did you say to Sam?	Why did she study Art?
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6. **RULES** Write the correct options in your notebook.

1. In questions, we use the auxiliary verb (*do, does, did*) **before / after** the subject.
2. In questions, we use the verb *be* (*am, is, are, was, were*) **before / after** the subject.
3. When asking a question with the present perfect, we use *have* **before / after** the subject.
4. We use question words (*what, where, etc.*) **before / after** *do, does, did*.

7. Complete the questions with the words in the box in your notebook. What tenses are they?

did have is were what where

1.  do you say to a new colleague at the office?
2.  you ever been to any Student Recruitment Fair?
3.  she studying Landscaping and Rural Environment?
4.  you enjoy yesterday's ceremony?
5.  you at primary school together?
6.  does your brother study?

8. Rewrite the questions with the verb in brackets in the correct place in your notebook.

1. Why you studying English? (are)
2. You have any brothers or sisters? (do)
3. Your partner ever worked in an office? (has)
4. You do anything nice last weekend? (did)
5. Who the first person you talked to this morning? (was)

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

1. does / what / do / he / weekends / at / ?
2. did / you / meet / where / for coffee / ?
3. your / new colleagues / were / at the office / ?
4. you / been / have / ever / Lisbon / to / ?
5. you / do / where / want / work / to / ?

10. **SPEAK** Work in pairs. Ask and answer the questions in exercise 8.

## VOCABULARY

### People



11. **SPEAK** Listen and repeat the words in the box. What do they mean? Then, in pairs, describe the people in photos 1–5 and their relationships.

children colleagues friends grandparents  
parents relatives strangers students teacher



12. Write the correct options in your notebook.

1. Sally and Nicole are good **friends / strangers** and they go to the same college.
2. We are all **children / students** of the Higher Technician in International Trade course.
3. I never know what to say to **strangers / my parents** when I meet them for the first time.
4. Janelle and Carla are **colleagues / students**, and they work together very well in the office.
5. All of my **relatives / teachers** live in the same town – we're a very close family.

13. **SDG** **SPEAK** Work in pairs. Answer the questions.

1. How many close relatives do you have? How often do you see them all?
2. Do you find it easy to talk to strangers? Why? / Why not?
3. How has social media changed communication? Do you think social media affects friendship?

## SPEAKING

### Meet new people

14. Work with someone you do not know well. In turns, ask and answer questions to break the ice. Use these ideas below or your own ideas.

#### Personal questions

What's your name?  
Where do you live?

#### Family and friends

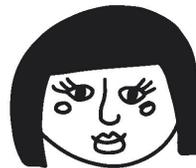
Do you come from a large / small family?  
Have you got ... ?

#### Favourite things / hobbies / places

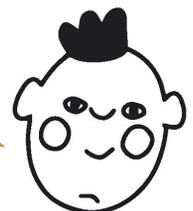
What's your favourite ... ?  
Do you like ... ?  
Have you ever been to ... ?

#### Work and study

Is this your first year ... ?  
Have you ever worked ... ?  
Did you study ... ?



Hi, my name's Ana.  
Nice to meet you.  
What's your name?



Hi, Ana. My name's Víctor.  
Is this your first year  
at this college?

## READING

### A blog review

- SPEAK** Work in groups. Which blogs, vlogs (video blogs) or video channels do you know or follow? Why?
- PREVIEW A TEXT** Read the Tips Hub! box. Then answer the questions.
  - What kind of text is it?
  - What is it about?
  - What do you think you will learn from the text?



#### Tips Hub!

##### Preview a text

Before you read the text, look quickly at the title, headings, images or diagrams to get an idea of the content.

- READ FOR MAIN IDEA** Read the text quickly. Was your preview correct? Which blog sounds most interesting to you and why?
- READ FOR DETAIL** Read and listen to the blog. Complete the sentences with *Maria*, *Emma* or *Mihaela* in your notebook.
  - is interested in visiting people around the world.
  - has children.
  - writes about a variety of subjects.
  - has a high number of readers.
  - is interested in trying new things.
  - wants people to understand that everyone is beautiful.
- SPEAK** Work in pairs. Answer the questions.
  - Why do Maria, Emma and Mihaela spend so much time on their blogging activities?
  - What topic would you like to blog about?

## VOCABULARY

### Types of people

- Listen and repeat the words. Then read the blog review again. What types of people are the three bloggers?

animal lover   blogger   book lover  
 foodie   gamer   mother of three   music fan  
 people person   sports fan   traveller

- Match descriptions 1–6 with six types of people from exercise 6 in your notebook.
  - a person who likes animals
  - a person who enjoys seeing other places
  - a person who watches or takes part in sports
  - a person who enjoys spending time with others
  - a person who loves reading
  - a person who writes online regularly
- SPEAK** Write the description of the four missing types of people from exercise 6 in your notebook. Then ask your partner.

## Three of the best

### Blogs by Calvin Norton



With so many millions of blogs online, there is something for every type of person from the animal lover to the gamer to the sports fan. But, if you are looking for something a bit different, here are my top three blogs.

#### 1 Brain Pickings

Maria Popova is a book lover, a music fan and a creative writer. Her blog *The Marginalian* is a collection of articles about history, news, books and culture. She's keen on reading and she's very hard-working because she can spend hundreds of hours each month doing research for her blog. It's an extremely popular blog and many people enjoy Maria's interesting mix of articles.

#### 2 Emma's Bucket List

After her father and step-father died, Emma Stewart Rigby decided to live a full and exciting life. Emma, a mother of three, made a list of 246 things to do before she dies and in her blog she writes about her experiences. Emma is a people person and very confident so she gives lots of friendly advices on life. She's also a foodie, and her bucket list includes unusual foods or interesting restaurants she plans to try. She must be a very organised person to do so many challenges. A great blog for ideas on how to live life to the max!



#### 3 The Atlas of Beauty

*The Atlas of Beauty* is a picture blog showing beauty in different cultures. Romanian photographer, blogger and traveller Mihaela Noroc takes pictures of women of all ages, races and nationalities living their everyday lives. She's a curious and sociable person who enjoys travelling very much. It's a wonderful collection which shows that beauty can be found everywhere.

## Personality adjectives

- 5 9. Listen and repeat the words. Then read the blog review again. What personality adjectives describe each blogger?

confident creative curious  
hard-working organised sociable

10. Match speakers 1–6 with the personality adjectives from exercise 9 in your notebook.
- 'I believe I can do anything if I try. I don't usually worry about things.'
  - 'I love my job. I work a lot, but that's OK.'
  - 'I can paint pictures, write stories and make music.'
  - 'I plan my time carefully and I always know where to find my things.'
  - 'I have lots of friends and we meet and go out all the time.'
  - 'I like learning new things and I ask a lot of questions.'
11. **SPEAK** Work in pairs. Describe three people you know for your partner to guess. Say the type of people they are and use personality adjectives.

## GRAMMAR

### Frequency adverbs and phrases

12. Look at the grammar tables. What do the frequency adverbs and phrases mean in your language?

Frequency adverbs		
How often do you / are you ... ?		
100%	always	I <b>always</b> visit my grandparents.
90%	usually	She <b>usually</b> walks to school.
80%	often / frequently	We <b>often</b> study at the library.
70%	normally	He <b>normally</b> sings in the shower.
50%	sometimes	I'm <b>sometimes</b> tired on Mondays.
30%	occasionally	They <b>occasionally</b> eat burgers and chips.
10%	rarely	You <b>rarely</b> go to the swimming pool.
5%	hardly ever	I <b>hardly</b> ever watch TV.
0%	never	He's <b>never</b> late for class.

Frequency phrases			
How often do you / are you ... ?			
once	a	Once <b>a week</b> we upload new photos.	
twice			week
three times			month
four times			year
every so often		She reads online tips <b>every so often</b> .	
now and again		<b>Now and again</b> I go to the gym.	
most of the time		You go to school by bus <b>most of the time</b> .	

13. **RULES** Write the correct options in your notebook.
- Frequency adverbs and phrases describe **how often / where** an action happens.
  - We usually put frequency adverbs **before / after** the main verb and **before / after** the verb *be*.
  - We use frequency **adverbs / phrases** at the beginning and at the end of a sentence.

14. In your notebook, rewrite the sentences with the words in brackets in the correct place. Sometimes more than one answer is possible.

- We go on holiday. (once a year)
- She's late for work. (always)
- They comment on online articles. (now and again)
- He takes his dog to the beach. (rarely)
- We meet up for a coffee on Sunday. (usually)

15. **SPEAK** Work in pairs. How often do you do these things?

- go to student fairs
- write a comment on networks
- go on holiday
- read a blog

## PRONUNCIATION

### Word stress in multisyllable adjectives

- 6 16. Copy the table in your notebook. Then listen and complete it with the words in the box.

hard-working independent lazy sensible

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

17. Look at exercise 9 again. Say the personality adjectives and add them to the table in your notebook.

## SPEAKING

### Learn about professional blogs

18. Work in pairs. You are going to research two blogs with resources for the vocational diploma you are studying.
- Which blogs are they?
  - What are they for?
  - Why are you interested in them?
19. Make the presentation of the blogs in class. Vote for the most interesting ones.



## 1.3 Hello again

- Greet people, make introductions and give personal information
- Use everyday English in a conversation

### COMPREHENSION

#### Make introductions and give personal information

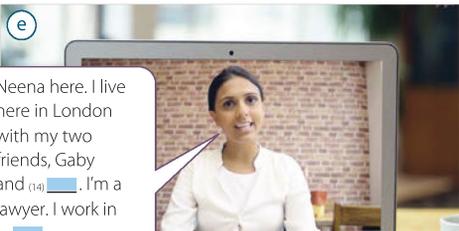
1. ▶ 00:00–02:50 Watch the video. Complete the introductions in your notebook.

**a**  My name is Gaby. I'm originally from (1)  but now, London is my home. I'm a (2)  I like travelling and I drink a lot of (3) . I live in this (4)  with Neena and Zac.

**b**  My name's Zac. I live with (5)  and Neena. I'm originally from (6) . I make (7)  games.

**c**  My name's Sam. This is my café! I'm (8) . I like food. I love (9) . I live here in (10) .

**d**  I'm Milly. This is my clothes store. I'm (11) . I watch (12) , listen to music and I read a lot. (13)  a good friend of mine.

**e**  Neena here. I live here in London with my two friends, Gaby and (14) . I'm a lawyer. I work in (15) .

2. Write a question about each person from exercise 1 in your notebook.

*Where is Gaby from? What does Zac do?*

3. **SPEAK** Work in pairs. Ask and answer your questions from exercise 2.

4. ▶ 02:50–04:27 Watch the video. Write the correct options in your notebook.

1. Neena **is / isn't** going to an interview.
2. Sam **is / isn't** good.
3. Zac **had / didn't have** a good holiday.
4. Zac **has / hasn't** asked Milly out.
5. Zac **invites / doesn't invite** Sam to the flat.
6. Sam **eats / doesn't eat** Zac's croissant.

### FUNCTIONAL LANGUAGE

#### Greet people

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

doing going hello let's long meet (x2) what

Greeting	Reply
<b>Say hello</b>	
(1) <input type="text"/> .	Hi there! / Hey!
<b>Greet new people</b>	
Nice / Good to (2) <input type="text"/> you.	Nice / Good to (3) <input type="text"/> you, too.
<b>Greet friends</b>	
How are you? How's it (4) <input type="text"/> ? How are you (5) <input type="text"/> ?	I'm good. How about you?
What's new?	Not much.
It's great to see you! (6) <input type="text"/> a nice surprise!	(7) <input type="text"/> time, no see.
<b>Say goodbye</b>	
See you later. See you soon. I've gotta (got to) go.	(8) <input type="text"/> do something soon.

6. ▶ Watch the video again. Check your answers.

