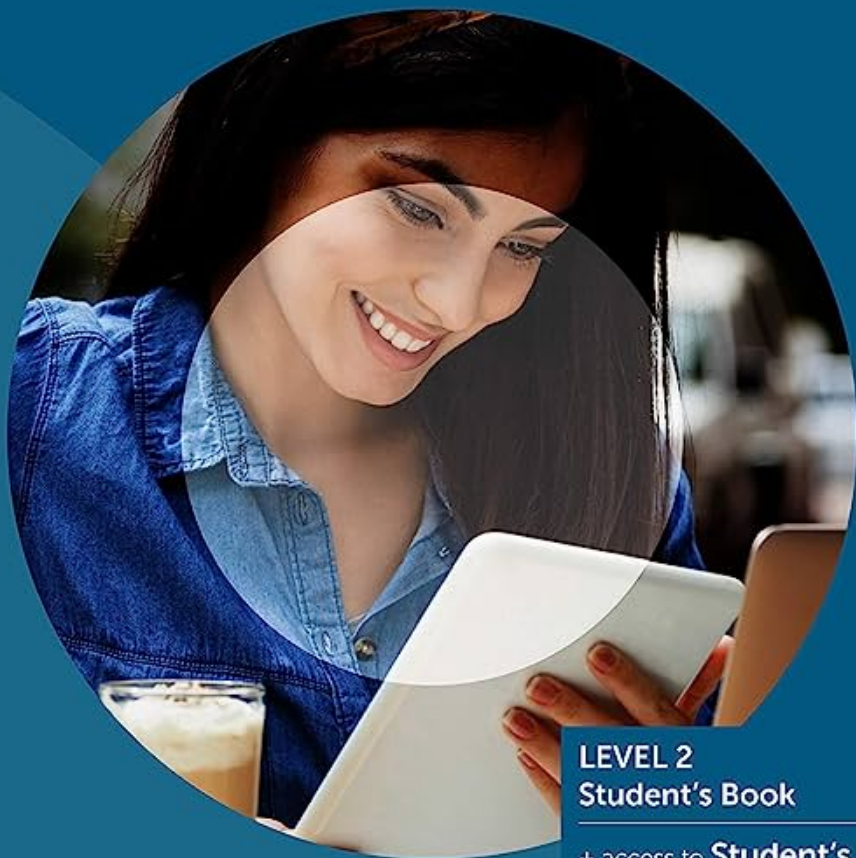




# American Language Hub



**LEVEL 2**  
**Student's Book**

+ access to **Student's App**

DANIEL BRAYSHAW  
JON HIRD

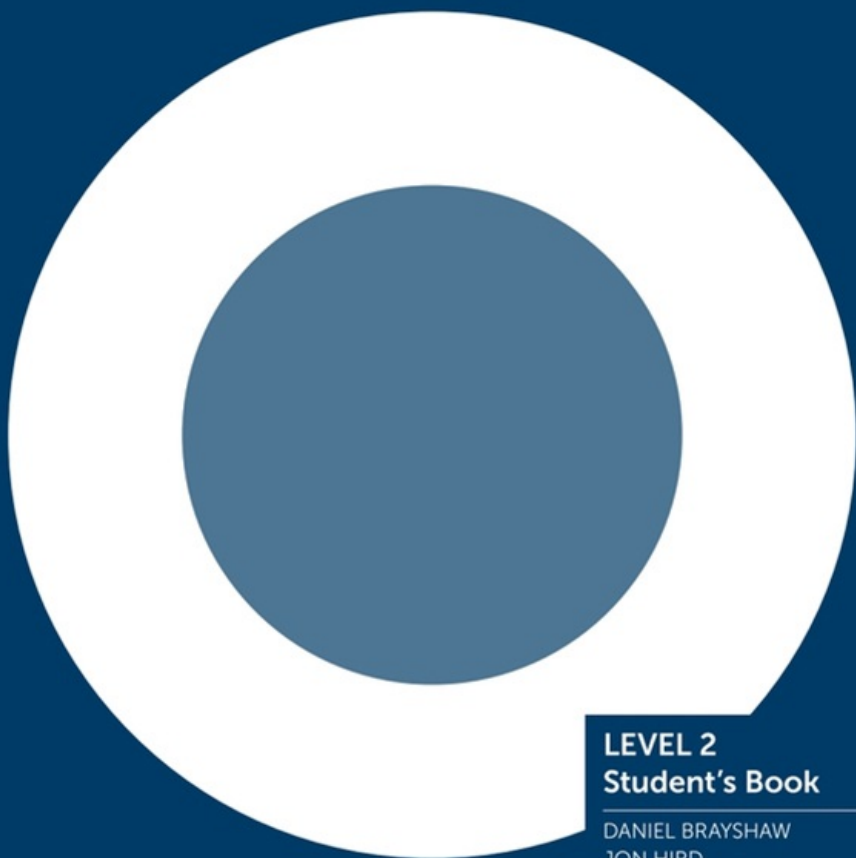


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# American Language Hub






**LEVEL 2**  
**Student's Book**




DANIEL BRAYSHAW  
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# Contents

	LESSON • OBJECTIVES	GRAMMAR	VOCABULARY	PRONUNCIATION	READING • LISTENING	SPEAKING • WRITING
U1	RELATIONSHIPS					
1.1	<b>Breaking the ice</b> (p2) Find out about someone new	<b>question forms</b>	people	the alphabet	listen to a psychology podcast	find out some information about your classmates
1.2	<b>Blogs and bloggers</b> (p4) Talk about different types of people	<b>frequency words and phrases</b>	types of people	using a dictionary	read a blog review	interview a classmate about websites, blogs and vlogs
1.3	<b>Personality</b> (p6) Describe someone's personality	<b>indefinite pronouns</b>	personality adjectives, adjective + preposition	word stress in multisyllable adjectives	read a magazine article about handwriting <b>KEY SKILL</b> Previewing a text	<b>SPEAKING HUB</b> talk about your partner's handwriting
1.4	<b>Café Hub</b> <b>Hello again</b> (p8) Greet people and give personal information, make introductions		greet people and give personal information, make introductions	word stress and intonation	 watch people introduce themselves	greet people and give personal information, make introductions
<b>UNIT REVIEW</b> p10		<b>WRITING</b> (p158) Write information about yourself   <b>KEY SKILL</b> Checking your writing				
U2	LIVING					
2.1	<b>Love where you live</b> (p12) Talk about your neighborhood	<b>adverbs of degree</b>	describing places	stress in two-syllable adjectives	read about Bosco Verticale (The forest in the sky)	talk about your neighborhood
2.2	<b>The boomerang generation</b> (p14) Talk about your life and routine	<b>simple present and present progressive</b>	verb + preposition	consonant pairs at the beginning of words	listen to a radio show about 'the boomerang generation'	talk about your life and routine
2.3	<b>Time flies</b> (p16) Talk about life events	<b>simple past – regular and irregular verbs</b>	life events	simple past irregular verbs /ɜ:/, /e/ and /eɪ/	read an online psychology article <b>KEY SKILL</b> Skimming for key words	<b>SPEAKING HUB</b> talk about first-time experiences
2.4	<b>Café Hub</b> <b>Noisy neighbors</b> (p18) Ask for and give advice		ask for and give advice	disagreeing	 watch people asking for and giving advice	ask for and give advice
<b>UNIT REVIEW</b> p20		<b>WRITING</b> (p159) Write an email of complaint   <b>KEY SKILL</b> Linking words				
U3	TRAVEL					
3.1	<b>The four-year journey</b> (p22) Talk about journeys and transportation	<b>all / some / most / no / none</b>	types of transportation	/p/, /b/, /v/	read an article about a four-year journey	interview others about their travel habits
3.2	<b>Lost at sea</b> (p24) Tell a story about a journey	<b>past progressive and simple past</b>	prefixes	was and were with past progressive	listen to a podcast about a family lost at sea	discuss different types of adventures describe a journey
3.3	<b>Too good to be true</b> (p26) Talk about the kind of vacations you like	<b>verb + -ing and to + base form</b>	accommodations and amenities	/f/, /t/ and /dʒ/	read an article about tips for a happy vacation <b>KEY SKILL</b> Identifying tone	<b>SPEAKING HUB</b> give a presentation about vacation accommodations
3.4	<b>Café Hub</b> <b>Overslept</b> (p28) Ask for travel information and check understanding		ask for travel information and check understanding	word stress and intonation and check understanding	 watch someone asking for travel information	ask for travel information and check understanding
<b>UNIT REVIEW</b> p30		<b>WRITING</b> (p160) Write an email about a travel experience   <b>KEY SKILL</b> Ordering events				

	LESSON • OBJECTIVES	GRAMMAR	VOCABULARY	PRONUNCIATION	READING • LISTENING	SPEAKING • WRITING
<b>U4</b>	<b>SOCIALIZING</b>					
<b>4.1</b>	<b>What's the plan?</b> (p32) Talk about plans you have made for a weekend with visitors	<b>be going to + base form and present progressive for the future</b>	free time	<i>going to</i>	listen to a conversation about free time activities	plan a weekend
<b>4.2</b>	<b>The future of free time</b> (p34) Present reasons to support or argue against predictions	<b>making predictions</b>	suffixes	<i>will and won't</i>	read an article about the future of our social lives	discuss predictions about the future
<b>4.3</b>	<b>Hygge</b> (p36) Ask and answer questions about how you like to spend your free time	<b>subject and object questions</b>	relaxing	linking a consonant to a vowel	read an online article about <i>hygge</i> <b>KEY SKILL</b> Summarizing	<b>SPEAKING HUB</b> talk about socializing and free time activities
<b>4.4</b>	<b>Café Hub</b> <b>Would you?</b> (p38) Make arrangements to meet up with somebody		make arrangements to meet up with somebody	saying yes or no	 watch people making arrangements to meet up	make arrangements and say yes or no to invitations
	<b>UNIT REVIEW</b> p40	<b>WRITING</b> (p161) Write an invitation and reply	<b>KEY SKILL</b> Informal emails			
<b>U5</b>	<b>WORK</b>					
<b>5.1</b>	<b>Work</b> (p42) Talk about the pros and cons of different jobs and say how they help society	<b>can, could, be able to</b>	work collocations	/w/ and /v/	read an online article about what makes us happy in our jobs	discuss the pros and cons of different jobs and how valuable they are to society
<b>5.2</b>	<b>Flip-flop entrepreneurs</b> (p44) Decide on the rules for a workplace or classroom	<b>obligation, necessity and permission: must, have to and can</b>	adjectives for appearance	<i>can / can't and must / must not</i>	read an article about a charity	talk about rules in the workplace or classroom
<b>5.3</b>	<b>Don't call us</b> (p46) Answer questions on topics in which you are an expert	<b>present perfect with for and since</b>	work + preposition	<i>has, have, for, since</i>	listen to a job interview <b>KEY SKILL</b> Listening for inference	<b>SPEAKING HUB</b> talk about a topic in which you are an expert
<b>5.4</b>	<b>Café Hub</b> <b>The cat</b> (p48) Give information about your work experience in a job interview		give information about your work experience in a job interview	singular and plural forms	 watch someone giving information about work experience in a job interview	role-play a job interview
	<b>UNIT REVIEW</b> p50	<b>WRITING</b> (p162) Write a cover email	<b>KEY SKILL</b> Beginning and ending emails and letters			
<b>U6</b>	<b>HEALTH</b>					
<b>6.1</b>	<b>Health myths</b> (p52) Give a presentation on health dos and don'ts	<b>quantifiers too and enough</b>	minor illnesses	/ʌ/, /ɜ:/, /u:/, /e/ and /ɜ:/	listen to a radio show about health myths	give a presentation about staying healthy
<b>6.2</b>	<b>Keep fit</b> (p54) Plan an exercise event for your local community	<b>-ing forms</b>	exercise	/ŋ/, /n/ and /m/	read articles about fitness	plan an event to promote fitness
<b>6.3</b>	<b>We may never 'meat' again</b> (p56) Encourage people to make a lifestyle change	<b>present perfect with just, already and yet</b>	food groups	/s/ and /ʃ/	read an article about vegetarianism and veganism <b>KEY SKILL</b> Scanning for key words	<b>SPEAKING HUB</b> design a leaflet about a lifestyle change
<b>6.4</b>	<b>Café Hub</b> <b>Painful experience</b> (p58) Talk about your symptoms at a pharmacy		talk about your symptoms at a pharmacy	vowel sounds	 watch people describing their symptoms at a pharmacy	role-play a conversation about health
	<b>UNIT REVIEW</b> p60	<b>WRITING</b> (p163) Write a product review	<b>KEY SKILL</b> Ordering information			

	LESSON • OBJECTIVES	GRAMMAR	VOCABULARY	PRONUNCIATION	READING • LISTENING	SPEAKING • WRITING
<b>U7</b>	<b>MIND</b>					
<b>7.1</b>	<b>Smile</b> (p62) Discuss what makes you happy	<b>articles</b>	feelings	/ə/ (schwa) in a / an	read an article about smiling	do a class survey about everyday things that make people happy
<b>7.2</b>	<b>The internet and the brain</b> (p64) Write an online comment about the effects of the internet	<b>used to</b>	shortened words	<i>used to</i>	read a blog about the effect of the internet on our brains	write a comment on a blog discuss the effects of the internet
<b>7.3</b>	<b>Intelligence</b> (p66) Talk about intelligence and achievements	<b>no article (school, the school)</b>	phrasal verbs	practicing the: /ði:/ or /ðə/	listen to a podcast about a child prodigy <b>KEY SKILL</b> Listening for the order of events	<b>SPEAKING HUB</b> give a presentation about a child prodigy
<b>7.4</b>	<b>Café Hub</b> <b>Neena's dinner</b> (p68) Describe an object and say what you use it for		describe an object and say what you use it for	objects	 watch someone describing an object and saying what you use it for	talk about objects
<b>UNIT REVIEW</b> p70		<b>WRITING</b> (p164) Write a survey report	<b>KEY SKILL</b> Using survey report language			
<b>U8</b>	<b>ART</b>					
<b>8.1</b>	<b>Musical taste</b> (p72) Talk about taste in music and your favorite songs	<b>reflexive pronouns</b>	music	consonant clusters in words	listen to a podcast about music read a short text about a radio show	talk about types of music you like
<b>8.2</b>	<b>Unusual art</b> (p74) Talk about art and artists	<b>infinitive of purpose</b>	types of art	/ɪ/ and /i:/	read a blog about art	talk about art
<b>8.3</b>	<b>Telling stories</b> (p76) Describe movies and books	<b>first conditional</b>	movie and book genres; adjectives for describing movies and books	word stress in longer words	listen to a podcast about movies and books <b>KEY SKILL</b> Identifying contrasts	<b>SPEAKING HUB</b> recommend a movie or book
<b>8.4</b>	<b>Café Hub</b> <b>First date</b> (p78) Show interest in a topic		show interest in a topic	intonation	 watch people showing interest in a topic	show interest
<b>UNIT REVIEW</b> p80		<b>WRITING</b> (p165) Write a review	<b>KEY SKILL</b> Describing and recommending			
<b>U9</b>	<b>MONEY</b>					
<b>9.1</b>	<b>Spending money</b> (p82) Talk about attitudes toward money and about spending money	<b>second conditional</b>	prepositions in money phrases	/ɑ:/, /ɪ/ and /æ/	read an article about whether spending money can buy you happiness	talk about spending money
<b>9.2</b>	<b>Getting and giving</b> (p84) Talk about philanthropy and charities	<b>essential adjective clauses</b>	verbs connected with money	/s/ and /z/	listen to a lecture about philanthropists	discuss different charities and attitudes towards giving money to charity
<b>9.3</b>	<b>Who needs money?</b> (p86) Discuss your skills and how they could help others	<b>gerunds</b>	<i>make and do</i> expressions	/ʒ/ and /dʒ/	read an article about bartering <b>KEY SKILL</b> Using context to guess unknown words	<b>SPEAKING HUB</b> speak about exchanging skills and services
<b>9.4</b>	<b>Café Hub</b> <b>Difficult customer</b> (p88) Go shopping for clothes and ask for a refund		go shopping for clothes and ask for a refund	adding emphasis	 watch someone shopping for clothes and asking for a refund	role-play buying and returning a gift
<b>UNIT REVIEW</b> p90		<b>WRITING</b> (p166) Write a 'for sale' advertisement	<b>KEY SKILL</b> Describing a product			

	LESSON • OBJECTIVES	GRAMMAR	VOCABULARY	PRONUNCIATION	READING • LISTENING	SPEAKING • WRITING
U10 SCIENCE AND TECHNOLOGY						
10.1	<b>Devices</b> (p92) Describe and compare personal possessions	<b>comparatives and superlatives</b>	electronic devices	/ɪst/ and superlative adjectives	listen to a radio show about devices	compare phones
10.2	<b>It's only good when it works</b> (p94) Describe types of technology	<b>more comparative structures</b>	using devices and the internet	/əz/ in comparative structures	read a blog about technology and the internet	talk about different types of technology
10.3	<b>The best view in the universe</b> (p96) Discuss the requirements for a job	<i>need to</i>	collocations: science and research	/u/ and /ʊ/	read an article about the International Space Station <b>KEY SKILL</b> Facts and opinions	<b>SPEAKING HUB</b> talk about working in space
10.4	<b>Café Hub</b> <b>Locked out</b> (p98) Make and receive formal and informal phone calls		make and receive formal and informal phone calls	word stress and intonation	 watch people making and receiving phone calls	make and receive phone calls role-play calling friends to ask for help
<b>UNIT REVIEW</b> p100		<b>WRITING</b> (p167) Write a recommendation   <b>KEY SKILL</b> Making recommendations				
U11 NATURAL WORLD						
11.1	<b>Natural wonders</b> (p102) Talk about natural wonders	<b>the passive voice (simple present and simple past)</b>	natural features	/e/ and /i:/	listen to a radio show about the Seven Natural Wonders of the World	give a presentation about a natural wonder
11.2	<b>Animal images</b> (p104) Read and talk about wildlife photography	<b>adjective + infinitive</b>	animals	to /tə/	read an article about a wildlife photographer	choose the best animal picture
11.3	<b>Throw-away world</b> (p106) Talk about the causes and effects of plastic pollution	<i>even</i>	<i>somewhere, nowhere, everywhere, anywhere</i>	/l/ pronounced and silent	read a news report about plastic pollution <b>KEY SKILL</b> Looking for ways of expressing cause and effect	<b>SPEAKING HUB</b> make a plan to do the Plastic Challenge
11.4	<b>Café Hub</b> <b>Power cut</b> (p108) Tell a story		tell a story	showing interest	 watch a someone telling a story	tell and respond to a story
<b>UNIT REVIEW</b> p110		<b>WRITING</b> (p168) Write an email giving suggestions and advice   <b>KEY SKILL</b> Making suggestions and giving advice				
U12 MEDIA						
12.1	<b>The news</b> (p112) Talk about the pros and cons of online news	<b>reported speech</b>	news expressions	/b /, /ɔ:/ and /ou/	read an article about the news	conduct a class survey about people's attitudes to the news
12.2	<b>On the box</b> (p114) Talk and debate about different TV viewing habits	<b>past perfect</b>	television	word stress in past perfect sentences	read an article about how binge-watching has changed TV	hold a debate about TV shows, box sets and on-demand viewing
12.3	<b>Advertising</b> (p116) Talk about advertising and what makes a good advertisement	<i>should</i>	advertising	/æ/ and /e/	listen to a discussion about advertising campaigns <b>KEY SKILL</b> Identifying opinion and attitudes of speakers	<b>SPEAKING HUB</b> plan and present an advertising campaign
12.4	<b>Café Hub</b> <b>Watch this</b> (p118) Give and respond to opinions		give and respond to opinions	agreeing and disagreeing	 watch people discussing the pros and cons of soccer	give and respond to opinions
<b>UNIT REVIEW</b> p120		<b>WRITING</b> (p169) Write a story   <b>KEY SKILL</b> Writing a story				



## USEFUL PHRASES

### Classroom

- A** Write the words in the correct order to make useful questions for the classroom. Listen and check.

- repeat / please / that, / Can / you / ?
- say / do / How / you / English / *trabajar* / in / ?
- slowly, / Could / speak / more / please / you / ?
- do / pronounce / How / you / that / ?
- spell / do / that / you / How / ?
- excellent* / What / mean / does / ?

### Dates

- B SPEAK** Work in pairs. Answer the questions.

- Which months have exactly 30 days?
- What are the days of the week?
- How do you say the ordinal numbers 1–20?
- What date is it today?

## PRONUNCIATION

### Word stress

- A** Listen and underline the stressed syllables. Then listen again and repeat the words.

happy polite amazing beautiful

### The /ə/ sound

- B** Listen and underline the schwa /ə/ sound. Then listen again and repeat the words.

television magazine support campus

### Third person -s endings and simple past regular endings

- C** How do you pronounce the underlined sounds? Listen and repeat. Choose the correct option.

- |                         |                        |
|-------------------------|------------------------|
| 1 works /s/ /z/ /ɪz/    | 4 played /d/ /t/ /ɪd/  |
| 2 has /s/ /z/ /ɪz/      | 5 watched /d/ /t/ /ɪd/ |
| 3 finishes /s/ /z/ /ɪz/ | 6 wanted /d/ /t/ /ɪd/  |

## GRAMMAR

### Tenses, structures and auxiliary verbs

- A** Choose the correct words to complete the questions.

- What *do / does / are* you do?
- Are / Is / Can* you cook?
- Were / Will / Are* you reading a good book right now?
- What *is / am / are* your parents' names?
- Where *do / does / is* your best friend live?
- Can you *swimming / swim / to swim*?

- B SPEAK** Work in pairs. Ask and answer the questions in Exercise A.

## VOCABULARY

### Word sets

- A** Look at the word sets. Cross out the odd one out. Check your answers with a partner and explain your choices.

1 serious ~~old~~ friendly happy

2 at five o'clock next to me in the afternoon  
on Tuesday

3 across from the bank four years ago near the school  
behind the library

4 egg bottle bag can

5 two years ago in a month last Friday  
yesterday evening

6 banana apple bread orange

### Parts of speech

- B** Match the parts of speech in the box with the words in bold.

adjective adverb article auxiliary  
noun preposition verb

- |  |                  |
|--|------------------|
| 1 My <b>favorite</b> subject is English.     | <u>adjective</u> |
| 2 I <b>read</b> emails in English at work.   | _____            |
| 3 There are 12 students <b>in</b> our class. | _____            |
| 4 <b>Do</b> you speak any other languages?   | _____            |
| 5 We have <b>a</b> test today.               | _____            |
| 6 This is my new English <b>book</b> .       | _____            |
| 7 Please listen <b>carefully</b> .           | _____            |

### Question words

- C** Complete the questions with the words in the box.

How many How much **What**  
When Where Who Why

- What 's your name?
- \_\_\_\_\_ are you from?
- \_\_\_\_\_ is your birthday?
- \_\_\_\_\_ brothers and sisters do you have?
- \_\_\_\_\_ do you know in this class?
- \_\_\_\_\_ are you studying English? Do you need it for work?
- \_\_\_\_\_ time do you spend studying English each week?

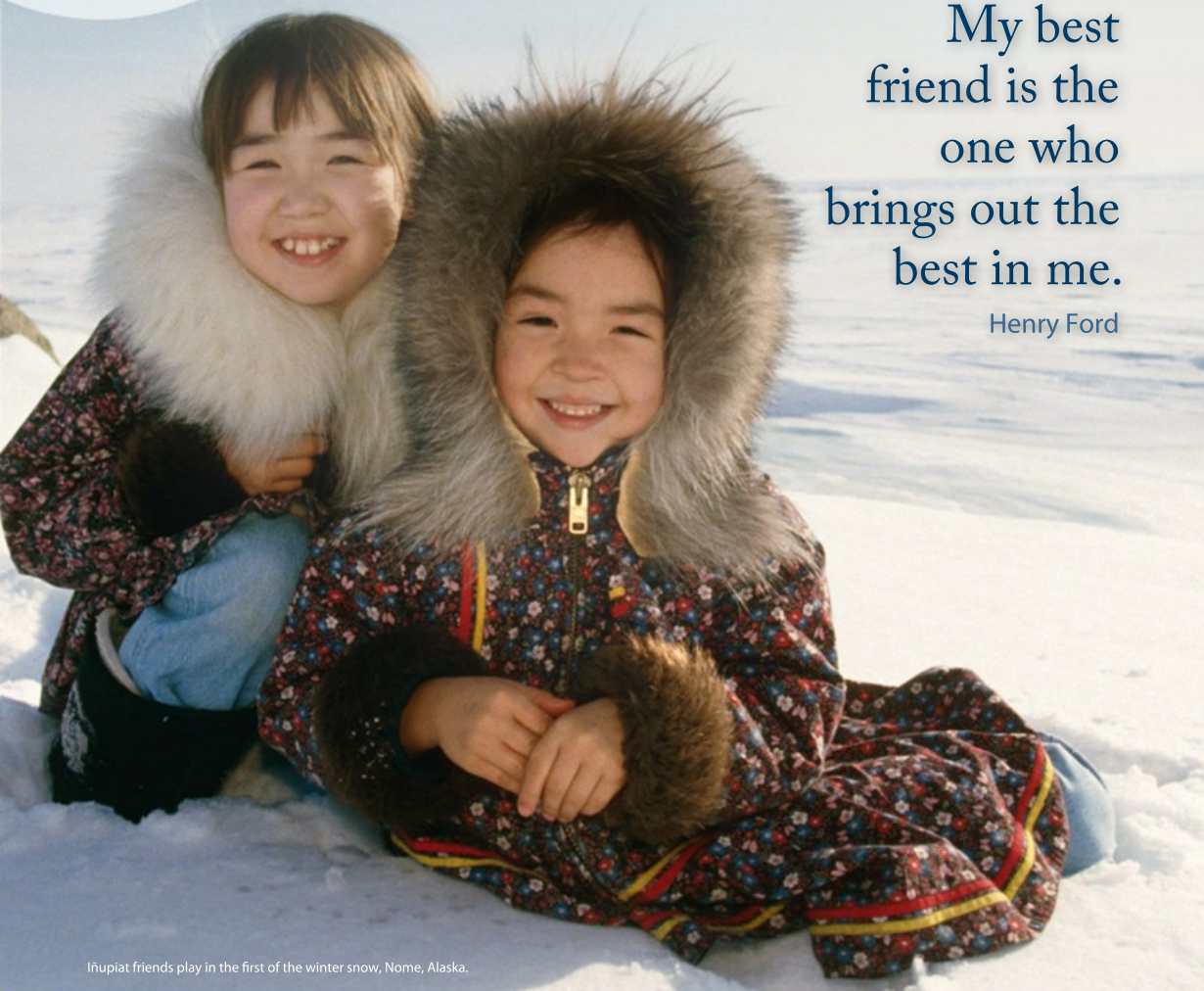
- D SPEAK** Work in pairs. Ask and answer the questions in Exercise C.

# 1

# RELATIONSHIPS

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

Henry Ford



Inupiat friends play in the first of the winter snow, Nome, Alaska.

## OBJECTIVES

- find out about someone new
- talk about different types of people
- describe someone's personality
- greet people and give personal information, make introductions
- write information about yourself

Work with a partner. Discuss the questions.

- 1 Who's your best friend?
- 2 Look at the picture. Who was your best friend when you were a child?
- 3 What qualities do you look for in a friend?



# 1.1 Breaking the ice

Find out about someone new

G question forms

V people

P the alphabet



## LISTENING

### A Complete the definitions with the words in the box.

conversation relationship successful tip topic

- 1 A private and informal talk between two people is a \_\_\_\_\_.
- 2 A useful suggestion is a \_\_\_\_\_.
- 3 When you achieve the result you want, you are \_\_\_\_\_.
- 4 A subject that you write or speak about is a \_\_\_\_\_.
- 5 When two or more people or things are connected in some way, they have a \_\_\_\_\_.

### B SPEAK Work in groups. Discuss the questions.

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

### C LISTEN FOR KEY WORDS Listen to an interview with psychologist Isabelle Ackerman.

1.1

- 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'?

#### Glossary

**break the ice (phrase)** to do or say something that makes people feel less shy or nervous in a social situation

**politics (n)** the activities of governments which control a country or area

**psychology (n)** the study of the mind and how it affects behavior

**religion (n)** the belief in the existence of a god or gods

**social life (n)** the time you spend enjoying yourself with friends

### D LISTEN FOR DETAIL Listen again and complete each tip with the correct verb.

1.1

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.

### E SPEAK Work in groups. Discuss the questions.

- 1 What did you think of the tips in the podcast?
- 2 What other topics are easy to talk about with new people?

## GRAMMAR

### Question forms

### A WORK IT OUT Complete the questions with the words in the box. Listen again and check your answers.

1.2

are did (x2) do (x2) have is (x2) were

- 1 What do you say to a stranger at a party or a new colleague at the office?
- 2 \_\_\_\_\_ it OK to talk about some topics, but not others?
- 3 \_\_\_\_\_ you ever met someone new and had no idea what to talk about?
- 4 \_\_\_\_\_ you having fun?
- 5 What \_\_\_\_\_ your favorite band?
- 6 \_\_\_\_\_ you enjoy the ceremony?
- 7 \_\_\_\_\_ you at school together?
- 8 Where \_\_\_\_\_ you study?
- 9 \_\_\_\_\_ you have children?

- B** Look at the questions in Exercise A. What tense are they? Write *simple present*, *simple past*, *present progressive* or *present perfect* next to each one.
- C** Choose the correct words to complete the rules. Use Exercise B to help you.

## Question forms

- 1 We use the auxiliary verb (*do, does, did*) **before** / **after** the subject.
- 2 We use *be* (*am, is, are, was, were*) **before** / **after** the subject.
- 3 We use present perfect *have* **before** / **after** the subject.

- D** Go to the **Grammar Hub** on **page 122**.

- E** Rewrite the questions with the verb in parentheses in the correct place.

- 1 why you studying English? (are)

- 2 you have any brothers or sisters? (do)

- 3 you ever met a famous person? (*have*)

- 4 you do anything nice last weekend? (*did*)

---

- 5 you like tea or coffee? (do)

---

- 6 you a late-night or early-morning person? (*are*)

---

- 7 who your funniest friend? (is)

- 8 who the first person you talked to this morning? (was)

- 9 you ever been to a wedding? (*have*)

- 10 what the last good movie you saw? (was)

- F SPEAK** Work in pairs. Ask and answer the questions in Exercise E.

## VOCABULARY

## People


- A** Go to the **Vocabulary Hub** on page 146.

- B SPEAK** Work in pairs. Answer the questions.

- 1 How many relatives do you have? How often do you see them all?
- 2 How many of your colleagues or other students in your class are also your friends?
- 3 Do you find it easy to talk to strangers? Why/Why not?


## PRONUNCIATION

## The alphabet

-  **A** Listen and repeat.

abcdefghijklmnopqrstuvwxyz

ABCDEFGHIJKLMNOPQRSTUVWXYZ

-  **B** Work in pairs. Write the letters of the alphabet in the correct place. Listen and check.

/e/	/u:/	/a:/	/i:/	/aɪ/	/oo/	/ei/
f	u	r	e	i	o	a

- C SPEAK** Work in pairs. Look again at Vocabulary Exercise A on **page 146**. Take turns spelling the words.

## SPEAKING

- A** Find out some information about your classmates.  
Write six questions using the ideas below to help you.  
Then write two more questions using your own ideas.

- ice breakers
- *Hi, my name's \_\_\_\_\_. It's nice to meet you. So, ...*
- personal questions
- family and friends
- *Do you come from a large family?*
- interests and hobbies
- childhood and school
- work and study
- favorite things/places
- last weekend/vacation
- *Where did you go for your last vacation?*

- B** Work in pairs. Work with someone you do not know well and follow the instructions.

- 1 Stand up and meet the other people in the class. Take turns asking and answering the questions you wrote in Exercise A.
- 2 When you have broken the ice, sit down with your partner and tell him/her about the people you met. Was it easy to break the ice or do you need some more help?



- Find out about someone new