

StartUp

Ken Beatty, Series Consultant

Robin N. Longshaw HM Austin



Learning Objectives

WELCOME UNIT

page 2

In the classroom | Learn about your book | Learn about your app

Unit	Vocabulary	Grammar	Conversation / Speaking	Listening
1 What's going on with you? page 5	<ul style="list-style-type: none"> Activities Life events Tourist activities 	<ul style="list-style-type: none"> Present continuous for temporary situations Simple past + <i>when, before, and after</i> Suggestions with <i>Let's</i> and <i>Why don't</i> 	<ul style="list-style-type: none"> Talk about what you're doing Talk about your family Make and respond to invitations <p>Skill Respond to a suggestion</p>	
2 What do you think? page 17	<ul style="list-style-type: none"> Sensory verbs Attitudes Adverbs of manner 	<ul style="list-style-type: none"> Sensory verbs + <i>like</i> <i>Be</i> + adjective + infinitive Adverbs of degree and manner 	<ul style="list-style-type: none"> Describe two similar things Describe personal traits Talk about how people do things <p>Skill Express disagreement</p>	<ul style="list-style-type: none"> Listen to a podcast about feedback <p>Skill Listen for paraphrasing</p>
3 How was your weekend? page 29	<ul style="list-style-type: none"> Participial adjectives Past participles Adjectives to describe feelings 	<ul style="list-style-type: none"> Participial adjectives Present perfect for past experiences Ability / Inability in the past 	<ul style="list-style-type: none"> Express how you feel Talk about past activities Describe your emotions <p>Skill Change the topic</p>	<ul style="list-style-type: none"> Listen to a podcast of an unusual story <p>Skill Listen for descriptions</p>
4 Would you like something to eat? page 41	<ul style="list-style-type: none"> Lunch foods Partitives Food at a barbecue 	<ul style="list-style-type: none"> Count and non-count nouns with <i>some, any, and no</i> <i>Much / Many / A lot of</i> and <i>How much / How many</i> <i>Enough</i> and <i>Too much / Too many</i> + nouns 	<ul style="list-style-type: none"> Talk about food choices Talk about food customs Talk about what you have and need <p>Skill Hesitate</p>	<ul style="list-style-type: none"> Listen to a podcast about blue zones <p>Skill Listen for comparisons</p>
5 When can we meet? page 53	<ul style="list-style-type: none"> Technology at work Technology issues and hardware Meeting preparation 	<ul style="list-style-type: none"> <i>Could</i> and <i>should</i> for suggestions <i>Will, may, and might</i> to express likelihood <i>Have to / Need to</i> for obligation and necessity 	<ul style="list-style-type: none"> Make and respond to suggestions Identify problems and solutions Talk about what you need to do <p>Skill Show you understand</p>	<ul style="list-style-type: none"> Listen to phone messages about tech issues <p>Skill Listen for instructions</p>

Pronunciation	Reading	Writing	Media Project	Learning Strategy
<ul style="list-style-type: none"> • Main stress • Thought groups 	<ul style="list-style-type: none"> • Read about work friendships <p>Skill Find the topic</p>	<ul style="list-style-type: none"> • Write an email to make plans <p>Skill Use transition words for time</p>	<ul style="list-style-type: none"> • Describe photos of activities you've been doing lately 	<p>Grammar</p> <ul style="list-style-type: none"> • Learn grammar in phrases and sentences
<ul style="list-style-type: none"> • The letter s • Syllables and stress 	<ul style="list-style-type: none"> • Read about life-changing advice <p>Skill Find the main idea</p>	<ul style="list-style-type: none"> • Write a recommendation <p>Skill Write complete sentences in formal writing</p>	<ul style="list-style-type: none"> • Make a video about a product that you like 	<p>Vocabulary</p> <ul style="list-style-type: none"> • Describe what you see
<ul style="list-style-type: none"> • The <i>-ed</i> ending in adjectives • Stressed words 	<ul style="list-style-type: none"> • Read about extreme sports <p>Skill Notice text structure: Interviews</p>	<ul style="list-style-type: none"> • Write a description of a trip <p>Skill Use descriptive adjectives</p>	<ul style="list-style-type: none"> • Describe photos of your weekend 	<p>Pronunciation</p> <ul style="list-style-type: none"> • Flashcards for pronunciation
<ul style="list-style-type: none"> • Dropped syllables • Phrases with <i>of</i> 	<ul style="list-style-type: none"> • Read about the science of dessert <p>Skill Identify supporting details</p>	<ul style="list-style-type: none"> • Write about a holiday meal <p>Skill Add sentence variety</p>	<ul style="list-style-type: none"> • Make a video about a dish you want to cook and what foods you need to make it 	<p>Grammar</p> <ul style="list-style-type: none"> • Use grammar on flashcards
<ul style="list-style-type: none"> • Consonant groups • Weak and blended pronunciation of <i>to</i> 	<ul style="list-style-type: none"> • Read about 3D printing <p>Skill Identify text structure: Problem / Solution</p>	<ul style="list-style-type: none"> • Write advice on how to manage your time <p>Skill Use qualifiers</p>	<ul style="list-style-type: none"> • Make a video about a technology that helps you 	<p>Vocabulary</p> <ul style="list-style-type: none"> • Label a picture

Unit	Vocabulary	Grammar	Conversation / Speaking	Listening
6 How's your lunch? page 65	<ul style="list-style-type: none"> Adjectives to describe food Gift items Storytelling expressions 	<ul style="list-style-type: none"> <i>Too</i> and <i>enough</i> + adjectives Verbs + two objects Past continuous; past continuous with <i>when</i> 	<ul style="list-style-type: none"> Talk about food preferences Talk about gifts Talk about past events Skill Show surprise	<ul style="list-style-type: none"> Listen to a story about fate Skill Listen for intonation
7 Where are you going? page 77	<ul style="list-style-type: none"> Verbs / Adjectives + prepositions Words to describe a place Geographical features 	<ul style="list-style-type: none"> Gerunds as objects of prepositions <i>Would like / love / hate</i> + infinitive Superlative adjectives 	<ul style="list-style-type: none"> Talk about an upcoming trip Talk about what you would like to do Talk about geographical features Skill End a conversation	<ul style="list-style-type: none"> Listen to a quiz show about geography Skill Listen for specific information
8 What are you doing tonight? page 89	<ul style="list-style-type: none"> Instruments and musicians Evening events Healthy habits 	<ul style="list-style-type: none"> Questions about the subject and object <i>So / Because (of)</i> to show cause and effect Time expressions 	<ul style="list-style-type: none"> Talk about music Talk about evening plans Describe habits and routines Skill Turn down an invitation politely	<ul style="list-style-type: none"> Listen to a podcast about technology Skill Listen for examples and supporting statements
9 Where do you want to meet? page 101	<ul style="list-style-type: none"> Living room furniture and decor Reasons for being late Places in and around the house 	<ul style="list-style-type: none"> Future with <i>will, be going to</i>, present continuous, and simple present Indirect questions Adverbs and adverbial phrases of place 	<ul style="list-style-type: none"> Talk about plans Talk about reasons for being late Talk about where things are Skill Ask if there is a problem	<ul style="list-style-type: none"> Listen to a story about a cat Skill Predicting
10 How long did you work there? page 113	<ul style="list-style-type: none"> Job interviews Work experience Soft skills 	<ul style="list-style-type: none"> Tag questions Present perfect with <i>for</i> and <i>since</i>; <i>how long</i> and <i>ever</i> Information questions with the present perfect 	<ul style="list-style-type: none"> Start a job interview Talk about your work experience Give more details about your work experience Skill Express an opinion	

GRAMMAR PRACTICE page 125

VOCABULARY PRACTICE page 155

REFERENCES page 159

Pronunciation	Reading	Writing	Media Project	Learning Strategy
<ul style="list-style-type: none"> The vowels /i/ and /i/ Weak pronunciation of object pronouns 	<ul style="list-style-type: none"> Read about unique restaurants <p>Skill Construct mental images</p>	<ul style="list-style-type: none"> Write about an unusual food <p>Skill Show contrast</p>	<ul style="list-style-type: none"> Describe photos of a celebration 	<p>Pronunciation</p> <ul style="list-style-type: none"> Find new sources
<ul style="list-style-type: none"> Blending: <i>want</i> to ("wanna") and <i>going</i> to ("gonna") Dropping the /t/ and linking in superlatives 	<ul style="list-style-type: none"> Read about unusual hotels <p>Skill Identify point of view</p>	<ul style="list-style-type: none"> Write a description of a place <p>Skill Include one topic per paragraph</p>	<ul style="list-style-type: none"> Describe photos of a place 	<p>Grammar</p> <ul style="list-style-type: none"> Learn grammar in context
<ul style="list-style-type: none"> Intonation: Showing enthusiasm Main stress to emphasize a contrast 	<ul style="list-style-type: none"> Read about the power of music <p>Skill Ask and answer questions</p>	<ul style="list-style-type: none"> Write suggestions for meeting people <p>Skill Write informally</p>	<ul style="list-style-type: none"> Describe photos of your healthy habits 	<p>Vocabulary</p> <ul style="list-style-type: none"> Create connections
<ul style="list-style-type: none"> The letter a Stress in compounds 	<ul style="list-style-type: none"> Read product reviews <p>Skill Identify fact vs. opinion</p>	<ul style="list-style-type: none"> Write about your dream home <p>Skill Use parallel structure</p>	<ul style="list-style-type: none"> Make a video about a room you'd like to redecorate 	<p>Pronunciation</p> <ul style="list-style-type: none"> Practice word stress for pronunciation
<ul style="list-style-type: none"> Stressed syllables in nouns Weak and contracted pronunciations of <i>have</i> and <i>has</i> 	<ul style="list-style-type: none"> Read interview advice <p>Skill Make associations</p>	<ul style="list-style-type: none"> Write a cover letter <p>Skill Consider your audience</p>	<ul style="list-style-type: none"> Make a video about your dream job 	<p>Grammar</p> <ul style="list-style-type: none"> Tell a story to practice verb tenses

Key

 00-00 audio

 video

 ActiveTeach

 abc flashcards

 video/coach

 web search

WELCOME UNIT

1 IN THE CLASSROOM

A Get to know your classmates

Play the Name Game.



B Ask for help

▶00-01 Complete the conversations with sentences from the box. Then listen and check your answers.

Could you explain that?	I'm sorry. What page?
Did you say a pen?	What's the word for this in English?
Do you mean first we should work alone?	What I mean is you shouldn't read aloud.

OK, everyone. Ask your partner the questions on page 14.

I'm sorry. I don't understand. Can you explain that?

1 Sure. Turn to page 14. Work in pairs. Ask your partner the questions.

Could I borrow a pen, please?

2 Yes, a pen. Thanks.

Excuse me, Sue.

3 That? That's an outlet. An outlet? Thanks.

When you finish, please check your answers with a partner.

Sorry. _____

4 Yes, that's right.

Class, please look at the article on page 8 and read it to yourselves.

5 Sorry, I don't understand. _____ Read silently.

OK, everyone. Open your books to page 52.

6 Page 52.

C ROLE PLAY Choose a conversation from 1B. Make your own conversation. Use different information.

2 LEARN ABOUT YOUR BOOK

1. Look at pages iv–vii. What information is on those pages?

2. How many units are in the book? _____

3. How many lessons are in each unit? _____

4. Where is the grammar practice? _____

5. Look at the QR code . Find the icon on page 7. What does it mean? _____

6. Look at the **I CAN STATEMENT** at the bottom of page 7. What does it tell you? _____

7. Look at this icon . Find it on page 13. What does it mean?



3 LEARN ABOUT YOUR APP

1. Look inside the front cover. Where can you go to download the Pearson Practice English App for StartUp? _____

2. Where are the instructions for registering for the app? _____


3. Look at the picture of the app. What do you see?

4. Look at the picture again. Fill in the blanks with the numbers 1–3.

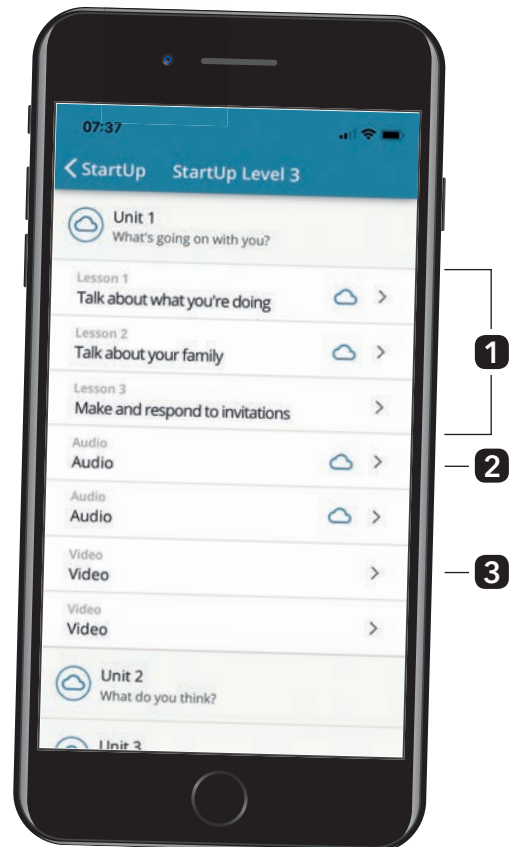
a. Number _____ shows the practice activities.

b. Number _____ shows the video files.

c. Number _____ shows the audio files.

5. Look at the picture again. What does this  mean? _____

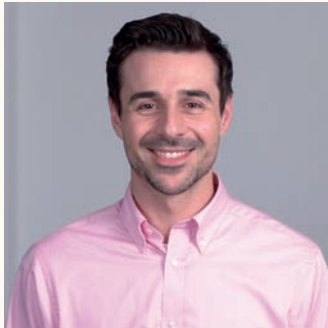
6. Look at the QR code on page 7 again. What happens when you scan the code? _____






MEET THE PEOPLE OF TSW MEDIA

TSW Media is a big company with big ideas. It has offices all over the world. It works with international clients to help them market their products and services.



MARIO CALVO


Promotions manager

 ▶00-02 Hi! My name is Mario Calvo. I'm from Ecuador. I work in the Quito office and I'm a promotions manager. I'm married—my wife and I are going to have a baby very soon.



SARAH GOLD


Head of events planning

 ▶00-05 Hey there! My name is Sarah Gold. I work in the Toronto, Canada office. I'm the head of events planning. I'm married, with one son. My hobby is running triathlons.



LUCAS MORALES


Illustrator

 ▶00-03 Hi! I'm Lucas Morales. I'm from San José, Costa Rica. I'm an illustrator. I love comic books and my favorite movies and TV shows are science fiction and fantasy.



ALBA PARDO


Accounts manager

 ▶00-06 Hello. My name is Alba Pardo. I am an accounts manager and I work in Mexico City. I live with my two children and my mother. My office is full of plants and flowers.



ERIC PARK


Copywriter

 ▶00-04 Hello. I'm Eric Park and I'm from Seoul, South Korea. I'm a copywriter. I love riding my bicycle, and I've ridden my bike across Korea a few times.



MANDY WILSON

Market researcher

 ▶00-07 Hi! I'm Mandy Wilson and I'm from New York City. I'm a market researcher. I live with my sister and we have a cat. I love to knit and right now, I'm knitting my boyfriend another scarf. He's a firefighter.

1

WHAT'S GOING ON WITH YOU?

LEARNING GOALS

In this unit, you

- 🕒 talk about what you're doing
- 🕒 talk about your family
- 🕒 make and respond to invitations
- 🕒 read about work friendships
- 🕒 write an email to make plans



GET STARTED

- A** Read the unit title and learning goals.
- B** Look at the photo of colleagues talking. What do you see?
- C** Now read Sarah's message. What is she doing this week?



SARAH GOLD

@SarahG

I'm at our main office for a week. Looking forward to meeting colleagues from all over the world!

LESSON 1

TALK ABOUT WHAT YOU'RE DOING



SARAH GOLD

@SarahG

Can't wait to see my good friend and co-worker Mario. I wonder what's new with him.

1 VOCABULARY Activities

A ▶01-01 Listen. Then listen and repeat.



B Look at the verbs and activities in 1A. List one more activity for each verb. *take piano lessons*

C **PAIRS** Are you familiar with any of the activities in 1A or something similar? Discuss.

2 GRAMMAR Present continuous for temporary situations



Affirmative statements			Negative statements			
Subject	Be	Verb + -ing	Subject	Be	Not	Verb + -ing
I	am		I	am		
He	is	taking a class.	He	is	not	looking for a job anymore.
They	are		They	are		

Use contractions, such as *I'm, he's, she's, etc.*, in spoken English and informal writing.

Yes / No question			Short answers	
Be	Subject	Verb + -ing	Affirmative	Negative
Are	you	still living in Quito?	Yes, I am.	No, I'm not.

Information questions				Answers		
Wh- word	Be	Subject	Verb + -ing	Subject	Be	Verb + -ing
What	is	Mario	doing these days?	He	is	taking a class.
Where	are	they	studying now?	They	are	studying in the office.

Notes

- Use *these days* for a situation that is temporary. *I am traveling a lot **these days**.*
- Use *still* for a situation that continues to be true. *Mario is **still** living in Quito.*
- Use *not...anymore* for a situation that is no longer true. *He is **not** living in Atlanta **anymore**.*



>> FOR PRACTICE, GO TO PAGE 125

3 PRONUNCIATION

A ▶01-03 Listen. Notice the main stress. Then listen and repeat.

A: What are you **doing** these days?

B: I'm taking an online **class**. What about you?

A: Well, I'm living in **New York** now.

Main stress

We stress the important words in a sentence. One word has the main (strongest) stress. The pitch goes up or down on that word. The main stress is often on the last important word in the sentence.

B ▶01-04 Listen. Underline the word that has the main stress in each sentence. Then listen and repeat.

1. A: What's going on with you?
B: Well, I'm taking tennis lessons.

2. A: What's your sister doing?
B: She's working at a bank now.

3. A: Is your brother still living in Madrid?
B: Yes, but he's moving to Toronto soon.

C **PAIRS** Practice the conversations in 3B.

4 CONVERSATION



A ▶01-05 Listen or watch. Circle the correct answers.

- Mario is looking for a new house because ____ .
 - his wife is going to have a baby
 - he's moving to a new city
 - he's going to school
- Mario is learning about ____ .
 - computer software
 - photography
 - engineering

- Sarah is taking ____ in the spring.
 - a workshop
 - a class
 - a vacation



B ▶01-06 Listen or watch. Complete the conversation.



Sarah: So, what are you doing these days?

Mario: I'm **taking an online class**.

Sarah: That's _____.

Mario: Yeah, it's pretty interesting. What's going on with you?

Sarah: Well, I'm **studying Japanese**.

Mario: That's really _____!

C ▶01-07 Listen and repeat. Then practice with a partner.

D **PAIRS** Make new conversations. Use these words or your own ideas.

studying graphic design

taking guitar lessons

5 TRY IT YOURSELF

A **PAIRS** Talk about what you're doing these days. Ask your partner questions.

B **WALK AROUND** Ask your classmates what they're doing these days. Report to the class. Is there someone who is doing the same thing as you?

I CAN TALK ABOUT WHAT I'M DOING.



LESSON 2

TALK ABOUT YOUR FAMILY



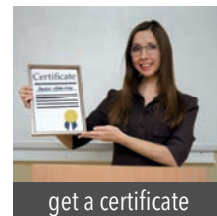
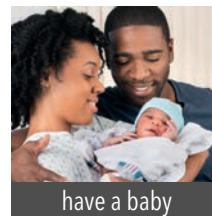
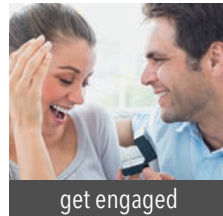
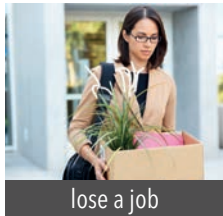
SARAH GOLD

@SarahG

Having a great time at the conference. I'm learning so much about my co-workers.

1 VOCABULARY Life events

A 01-08 Listen. Then listen and repeat.



B Look at the life events in 1A. Put the events into the groups below.

School	Career	Personal
	lose a job	

C PAIRS Tell your partner about three things from 1A that you or a family member has done.

2 GRAMMAR Simple past + when, before, and after

COACH

Use *when*, *before*, and *after* to introduce a time clause. Use *when* or *after* to introduce the action that happened first. Use *before* to introduce the action that happened second.

Affirmative statements

Main clause	Past time clause
They moved to a new house	when they had a baby. (<i>They had a baby first.</i>)
He took some classes	before he opened the café. (<i>He opened the café second.</i>)
She went to Kyoto	after she visited Tokyo. (<i>She visited Tokyo first.</i>)

Yes / No question

Main clause	Past time clause	Short answers	
		Affirmative	Negative
Did he take classes	before he opened the café?	Yes, he did .	No, he didn't .

Information question

Main clause	Past time clause	Answer	
		Subject	Verb
What did he do	after he lost his job?	He	started a business.

Note: The time clause comes after a main clause or at the beginning of the sentence. The meaning does not change. When it is at the beginning of the sentence, put a comma at the end of the clause. **Before** he opened the café, he took some classes.

>> FOR PRACTICE, GO TO PAGE 126



3 PRONUNCIATION

A ▶01-10 Listen. Notice how we divide the sentences into thought groups. Then listen and repeat.

He took some **clás**ses / before he opened the **café**.

He started his own **busi**ness / after he lost his **job** / a few **months** ago.

B ▶01-11 Write a line (/) after each thought group. Then listen and check your answers.

1. I was really upset when I heard the news.
2. Did you learn Korean before you moved to Seoul?
3. I applied to graduate school after I quit my job.
4. She studied Italian for a year before she went to Italy.
5. We moved to a house in the country after we had the baby.

C **PAIRS** Practice saying the sentences in 3B. Underline the main stress in each thought group.

Thought groups

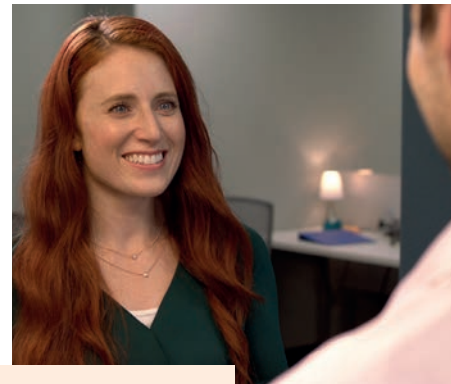
We break long sentences into thought groups. Each thought group has a main stress. We often pause (stop) a little between each group.

4 CONVERSATION



A ▶01-12 Listen or watch. Put a checkmark (✓) next to the correct name.

	Living with parents	Started a business	Lost his job	Quit his job	Took business classes
Eddie					
Mark					



B ▶01-13 Listen or watch. Complete the conversation.



Sarah: How's your brother?

Mario: OK. He **quit his job** _____ his office moved.

Sarah: Oh. That's too bad.

Mario: Yeah. He's doing all right. How's your husband?

Sarah: He's great. He **started his own business** _____ he took some classes.

Mario: Wow! Good for him.

C ▶01-14 Listen and repeat. Then practice with a partner.

D **PAIRS** Make new conversations. Use these words or your own ideas. **lost his job** **changed careers**

5 TRY IT YOURSELF

A **MAKE IT PERSONAL** Think about what your family's been doing. Complete the chart.

	when	
	after	
	before	

B **PAIRS** Talk about your family. Ask questions to get more information.

A: My sister got engaged after she graduated from college.

B: That's great. When is she getting married?

I CAN TALK ABOUT MY FAMILY.



LESSON 3

MAKE AND RESPOND TO INVITATIONS



SARAH GOLD

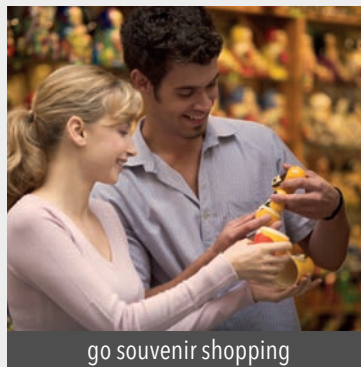
@SarahG

The weekend is finally here.
Excited to see my favorite city!

1 VOCABULARY Tourist activities

A 01-15 Listen. Then listen and repeat.

TRAVEL
BOOK
CONTACT



B Write one activity from 1A under each picture. Some pictures can have more than one activity.



1. _____ 2. _____ 3. _____ 4. _____ 5. _____

C PAIRS Imagine you're going on vacation to Vienna, Shanghai, or another major city. Look at the activities in 1A. Which activity would you want to do most? Why?

I'd want to go souvenir shopping because...



2 GRAMMAR Suggestions with *Let's* and *Why don't*

Let's	Not	Base form of verb	Why don't	Subject	Base form of verb
Let's		go sightseeing.	Why don't	you	try a bus tour?
	not	spend too much money.		we	meet by the elevator?



>> FOR PRACTICE, GO TO PAGE 127

3 CONVERSATION



A ▶01-17 Listen or watch. Circle the correct answers.

1. What is Sarah doing on Friday?
 - a. She's meeting a friend.
 - b. She's going home.
 - c. She's going souvenir shopping.
2. When do Sarah and Mario plan to go on a tour?
 - a. before souvenir shopping
 - b. after dinner
 - c. before the conference
3. Who does Sarah need to shop for?
 - a. herself
 - b. her friends
 - c. her family
4. What's the problem with their dinner plans?
 - a. They can't agree on a restaurant.
 - b. The restaurant is booked.
 - c. The restaurant is closed.



B ▶01-18 Listen or watch. Complete the conversation.



Mario: Do you want to go sightseeing tonight?
 Sarah: Sorry, I have plans. _____ we do something tomorrow?
 Mario: Sure. What do you want to do?
 Sarah: _____ go on a tour.
 Mario: OK. That sounds great.

C ▶01-19 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use the words in 1A or your own ideas.

CONVERSATION SKILL

Respond to a suggestion

To respond to a suggestion, say: *Sure., Sounds good., OK. That sounds great., Hmm. I'm not sure., No. Let's not., I'd rather not., or I don't feel like it.*

A: Let's go to a play.

B: Sure. Sounds good.

Listen to or watch the conversation in 3A again. Underline the words that you hear above.



4 TRY IT YOURSELF

A MAKE IT PERSONAL Think of something fun to do in your city. Complete the chart.

What to do	Details

B PAIRS Invite your partner. Make a suggestion about what to do. Ask questions to get more information.

A: Let's go to the free concert on Friday.

B: Sure. Where is the concert?

A: It's downtown. Why don't we take the bus together?

B: OK. That sounds great.

C CLASS Report to the class. What places or activities did you talk about?

■ I CAN MAKE AND RESPOND TO INVITATIONS.

