

StartUp



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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 are your favorite things? page 5	<ul style="list-style-type: none"> Personal interests Fashion accessories Adjectives for describing objects 	<ul style="list-style-type: none"> No article Restrictive relative clauses Sequence of adjectives 	<ul style="list-style-type: none"> Talk about your interests Talk about accessories Describe personal objects <p>Skill Talk about your interests</p>	<ul style="list-style-type: none"> Listen to a radio show about memories <p>Skill Visualize what you hear</p>
2 What is the weather like? page 17	<ul style="list-style-type: none"> Weather conditions Dangerous weather Effect of dangerous weather 	<ul style="list-style-type: none"> <i>Must / may / might / could</i> for conclusions Present perfect and present perfect continuous Expressing cause and effect with <i>so / such...that</i> 	<ul style="list-style-type: none"> Talk about the weather Report dangerous weather Discuss the effects of weather <p>Skill Express relief</p>	<ul style="list-style-type: none"> Listen to a news report about weather <p>Skill Listen for organization</p>
3 How well do you work together? page 29	<ul style="list-style-type: none"> When things go wrong Ways to avoid problems Words related to understanding 	<ul style="list-style-type: none"> Object complements Making suggestions Imperatives in reported speech 	<ul style="list-style-type: none"> Discuss problems at work Talk about avoiding problems Talk about a misunderstanding <p>Skill Show agreement</p>	<ul style="list-style-type: none"> Listen to stories about problems <p>Skill Listen for cause and effect</p>
4 How do you relax? Page 41	<ul style="list-style-type: none"> Ways to connect Entertainment Movies 	<ul style="list-style-type: none"> <i>Used to</i> and <i>would</i> <i>So, neither, too, and either</i> with simple present action verbs Simple present and simple past passives 	<ul style="list-style-type: none"> Talk about how life has changed Talk about what you like Talk about a movie review <p>Skill Ask for clarification</p>	<ul style="list-style-type: none"> Listen to a movie review <p>Skill Draw inferences</p>
5 What are we eating? page 53	<ul style="list-style-type: none"> Restaurant experiences Categories on a menu Party food 	<ul style="list-style-type: none"> Tag questions Expressing preference with <i>would rather</i> and <i>would prefer</i> Quantifiers 	<ul style="list-style-type: none"> Discuss restaurant experiences Talk about food preferences Tell a story about a party <p>Skill Talk about preferences</p>	<ul style="list-style-type: none"> Listen to a radio show about a party <p>Skill Listen for time words</p>

Pronunciation	Reading	Writing	Media Project	Learning Strategy
<ul style="list-style-type: none"> Main stress Intonation in compliments 	<ul style="list-style-type: none"> Read about making choices <p>Skill Find the main idea</p>	<ul style="list-style-type: none"> Write about a friend <p>Skill Use a main idea and supporting details</p>	<ul style="list-style-type: none"> Make a video about important items and memories 	<p>Grammar</p> <ul style="list-style-type: none"> Use good examples to make new sentences
<ul style="list-style-type: none"> Pronouncing <i>th</i> Stressed and unstressed words 	<ul style="list-style-type: none"> Read about extreme weather <p>Skill Identify examples as supporting details</p>	<ul style="list-style-type: none"> Write about a weather event <p>Skill Organize one idea per paragraph</p>	<ul style="list-style-type: none"> Describe photos of a time when weather changed your plans 	<p>Vocabulary</p> <ul style="list-style-type: none"> Make a vocabulary word web
<ul style="list-style-type: none"> Stress and word endings Numbers and moving stress 	<ul style="list-style-type: none"> Read about creative thinking <p>Skill Understand extended definitions</p>	<ul style="list-style-type: none"> Write about communication skills <p>Skill Develop an argument</p>	<ul style="list-style-type: none"> Describe photos of co-workers and friends 	<p>Pronunciation</p> <ul style="list-style-type: none"> Listen, read, and say
<ul style="list-style-type: none"> Blended pronunciation of <i>used to</i> ("usetə") Sentence rhythm 	<ul style="list-style-type: none"> Read an interview with a location scout <p>Skill Make predictions based on text features</p>	<ul style="list-style-type: none"> Write a movie review <p>Skill Use contrast to express your opinion</p>	<ul style="list-style-type: none"> Describe photos about your favorite band, book, or movie 	<p>Grammar</p> <ul style="list-style-type: none"> Find grammar examples in real-life English
<ul style="list-style-type: none"> The sounds /ʃ/, /ʒ/, /tʃ/, and /dʒ/ The sounds /u/, /ʊ/, and /ʌ/ 	<ul style="list-style-type: none"> Read a restaurant review <p>Skill Identify author's opinion with key words</p>	<ul style="list-style-type: none"> Write a food blog <p>Skill Use specific details</p>	<ul style="list-style-type: none"> Make a video of your favorite meal 	<p>Vocabulary</p> <ul style="list-style-type: none"> Use new vocabulary in daily life

Unit	Vocabulary	Grammar	Conversation/ Speaking	Listening
6 How do you stay healthy? page 65	<ul style="list-style-type: none"> • Fitness activities • Managing stress • Staying healthy 	<ul style="list-style-type: none"> • Gerunds as subjects and objects • Past forms of <i>be</i> + <i>going to</i> for past intentions • Prepositions of time 	<ul style="list-style-type: none"> • Talk about fitness activities • Talk about managing stress • Give advice on staying healthy <p>Skill Reply questions</p>	<ul style="list-style-type: none"> • Listen to a podcast about exercise <p>Skill Listen for enumeration</p>
7 How do you do this? page 77	<ul style="list-style-type: none"> • Technology verbs • Describe work and co-workers • Phrasal verbs 	<ul style="list-style-type: none"> • Embedded <i>wh</i>-questions • Comparisons with <i>as...as</i> • Phrasal verbs with objects 	<ul style="list-style-type: none"> • Ask about how to do something • Talk about expectations • Give instructions <p>Skill Respond to "thank you"</p>	<ul style="list-style-type: none"> • Listen to voicemail messages <p>Skill Listen for instructions</p>
8 How are you feeling? page 89	<ul style="list-style-type: none"> • Common health problems • The flu • When you are sick 	<ul style="list-style-type: none"> • <i>May / might / could</i> with the continuous to show possibility • Subordinating conjunctions in time clauses • Future real conditional 	<ul style="list-style-type: none"> • Talk about feeling sick • Talk about the flu • Discuss what happens when you get sick <p>Skill Show concern</p>	<ul style="list-style-type: none"> • Listen to a podcast about the flu <p>Skill Listen for signal words</p>
9 Can you tell me a story? page 101	<ul style="list-style-type: none"> • Adjectives to describe • Morning routines • Verbs for thinking and understanding 	<ul style="list-style-type: none"> • Reflexive pronouns • Past continuous with <i>while</i> and <i>when</i> • Infinitives of purpose 	<ul style="list-style-type: none"> • Tell a personal story • Retell a story • Explain how you learned to do something <p>Skill Show interest</p>	<ul style="list-style-type: none"> • Listen to a podcast about learning <p>Skill Listen for details</p>
10 What will the future bring? page 113	<ul style="list-style-type: none"> • Dreams and ambitions • Helping others • Making decisions 	<ul style="list-style-type: none"> • Noun clauses with <i>that</i> • Present unreal conditional • Past perfect 	<ul style="list-style-type: none"> • Discuss hopes and dreams • Talk about <i>what if</i> situations • Tell someone's success story <p>Skill Respond with encouragement</p>	<ul style="list-style-type: none"> • Listen to a podcast about someone's life <p>Skill Listen for key words in questions and answers</p>

GRAMMAR PRACTICE page 125

VOCABULARY PRACTICE page 155

REFERENCES page 159

Pronunciation	Reading	Writing	Media Project	Learning Strategy
<ul style="list-style-type: none"> Linking identical consonants Blended pronunciation with to 	<ul style="list-style-type: none"> Read about fitness apps <p>Skill Identify comparison and contrast</p>	<ul style="list-style-type: none"> Write about health and fitness <p>Skill Show cause and effect</p>	<ul style="list-style-type: none"> Describe photos of how to reduce stress 	<p>Vocabulary</p> <ul style="list-style-type: none"> Group words
<ul style="list-style-type: none"> Stress and linking in comparisons with as...as Stress in phrasal verbs 	<ul style="list-style-type: none"> Read about good work habits <p>Skill Synthesize information</p>	<ul style="list-style-type: none"> Write about how people learn <p>Skill Show comparison and contrast</p>	<ul style="list-style-type: none"> Make a video about showing how to do something 	<p>Grammar</p> <ul style="list-style-type: none"> Grammar challenge
<ul style="list-style-type: none"> Silent letters Can and can't 	<ul style="list-style-type: none"> Read about keeping cool <p>Skill Identify cause and effect</p>	<ul style="list-style-type: none"> Write about being sick <p>Skill Use formal and informal writing</p>	<ul style="list-style-type: none"> Make a video about staying healthy 	<p>Vocabulary</p> <ul style="list-style-type: none"> Connect vocabulary to personal experience
<ul style="list-style-type: none"> Consonant groups Intonation to end or continue a thought 	<ul style="list-style-type: none"> Read about the power of stories <p>Skill Find supporting evidence</p>	<ul style="list-style-type: none"> Write about a funny experience <p>Skill Show sequence</p>	<ul style="list-style-type: none"> Describe photos of working hard to learn something 	<p>Pronunciation</p> <ul style="list-style-type: none"> Watch TV or a movie in English
<ul style="list-style-type: none"> Blended pronunciation of <i>would you</i> ("wouldja") and <i>did you</i> ("didja") Thought groups 	<ul style="list-style-type: none"> Read about reducing waste <p>Skill Make inferences</p>	<ul style="list-style-type: none"> Write about good advice <p>Skill Use parallel structure</p>	<ul style="list-style-type: none"> Describe photos of hopes and dreams 	<p>Pronunciation</p> <ul style="list-style-type: none"> Study the sounds of new words

Key

 audio

 video

 ActiveTeach

 flashcards

 video/coach

 web search

WELCOME UNIT

1 IN THE CLASSROOM

A Get to know your classmates

Say your name and one thing about yourself. Repeat what your classmates said.



B Ask for help

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

~~What was that last part again?~~ Could you explain that a bit more?
 Could you speak up, please? How do you say "firma" in English?
 What's the difference between "I want" and "I would like"?
 You're saying we should interview our partners and take notes?

1 I'm sorry. What was that last part again?

Oh, OK. Got it.

I said to change roles after you finish the conversation.

2 Can I ask you a question?

Of course.

"I would like" is more polite.

3 Just to check – _____

That's right.

OK. Thanks.

4 Can you remind me – _____

Signature.

Thanks.

5 Sorry, but I'm not following.

Sure. Let me give you another example.

6 I'm having trouble hearing you.

Sorry. Is that better?

Yes. Thank you.

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. Find it on page 11. 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.

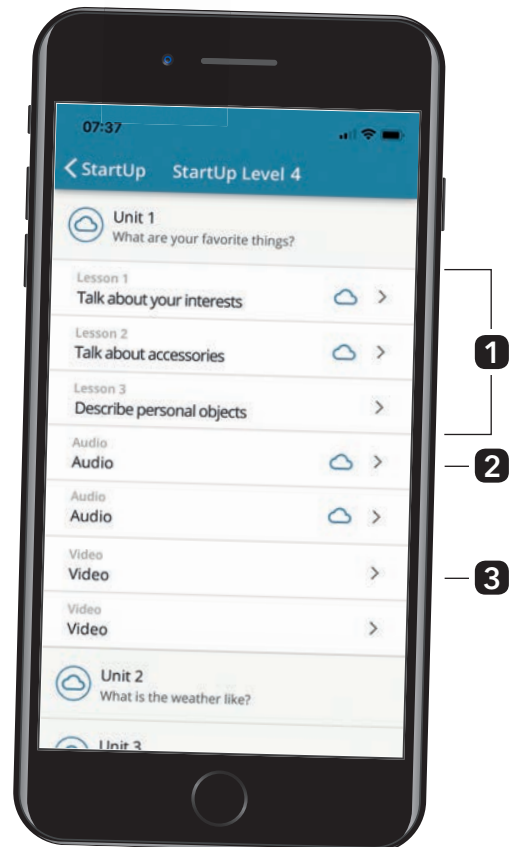
a. Number _____ shows the practice activities.

b. Number _____ shows the video files.

c. Number _____ shows the audio files.

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

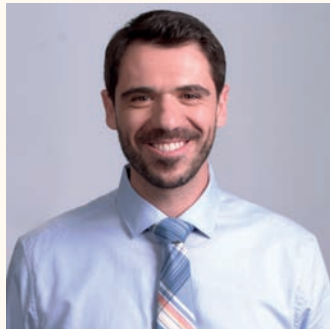
6. Look at the QR code on page 7 again. What happens when you scan the code? _____






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.



MEHMET BODUR


Graphic designer

 **00-02** Hey there. I'm Mehmet Bodur. I'm a graphic designer. In my free time, I like to cook and discover new foods.



SU-MIN KIM


Marketing intern

 **00-05** Hi everyone! I'm Su-min Kim. I'm from Seoul, South Korea, but I'm doing a marketing internship at the New York office. Every day I learn something new. It's really exciting!



LIZ FLORES


Social media

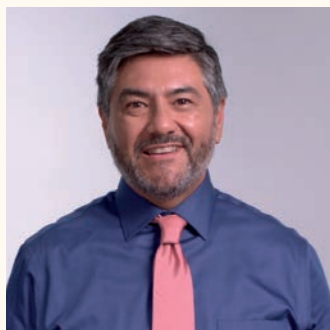
 **00-03** Hello. I'm Liz Flores. I live in Lima, Peru. I'm in charge of social media for TSW. I love traveling to unknown places and meeting the local people there.



JIM STEVENS


Copywriter

 **00-06** Hi! I'm Jim Stevens. I'm a copywriter. I live in New York. I enjoy writing and I love hearing people's stories. Tell me yours!



FLAVIO VEGA


Animator

 **00-04** Hola! My name is Flavio Vega. I live in Bogotá, Colombia with my wife Carmen. I'm an animator. I loved cartoons as a kid, and I still do!



DIANA OLVERA

Art director

 **00-07** Hi there! My name is Diana Olvera. I live in Santiago, Chile. I'm an art director and I love my job. I also enjoy visiting galleries and meeting new artists.

1

WHAT ARE YOUR FAVORITE THINGS?

LEARNING GOALS

In this unit, you

- 🕒 talk about your interests
- 🕒 talk about accessories
- 🕒 describe personal objects
- 🕒 read about making choices
- 🕒 write about a friend



GET STARTED

- Read the unit title and learning goals.
- Look at the photo of a souvenir shop. What do you see?
- Now read Mehmet's message. What makes him happy?



MEHMET BODUR

@MehmetB

What makes you happy? For me it's always been traveling and cooking.

LESSON 1

TALK ABOUT YOUR INTERESTS



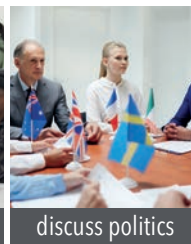
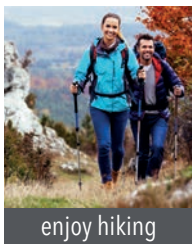
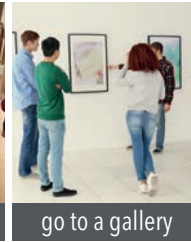
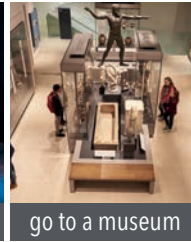
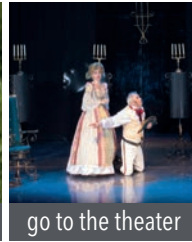
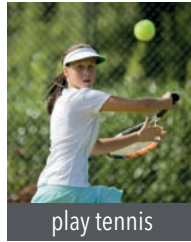
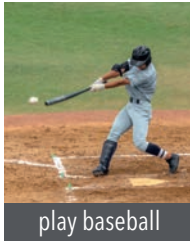
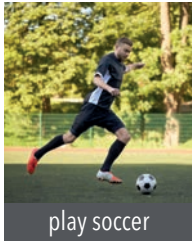
MEHMET BODUR

@MehmetB

Stayed up way too late watching soccer. What a game!

1 VOCABULARY Personal interests

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



B Make categories. Write a word or words that describe each list of words.

1. sports 2. _____ 3. _____ 4. _____
- play soccer go to the theater enjoy hiking do charity work
- play baseball go to a museum enjoy traveling discuss politics
- play tennis go to a gallery enjoy cooking do community service

C PAIRS Compare answers in 1B. Explain your categories.

2 GRAMMAR No article



Use no article before certain kinds of nouns

Abstract nouns	Love is blind.	Everyone has a right to freedom .
Languages	Millions of people speak Spanish .	Chinese is a difficult language to learn.
Fields of study	Do you like politics ?	I'm going to study law when I graduate.
Sports and games	We sometimes play chess .	He's really good at tennis .

Notes

- Use *the* before a noun when
 - you know your listener is thinking about the same thing.
*How do you like **the new Spanish teacher**?*
 - you have already mentioned an indefinite noun.
*I'm going to a soccer game tomorrow. Do you want to go to **the game** with me?*
- Use *a / an* or *the* when the no-article noun is used as an adjective before a singular countable noun.
*We went to **a history museum** last week. I can't believe **the soccer ball** costs \$75!*
- Use *a / an* before a noun that is not specific.
*Where can I buy **a travel book** about Guatemala?*

>> FOR PRACTICE, GO TO PAGE 125





3 PRONUNCIATION

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

A: I'm interested in **p**olitics.

B: Not **m**e. I can't stand the **a**rguing.

A: That's what I **l**ike about it!

B ▶01-04 Listen. Underline the word in each sentence that has the main stress. Then check your answers with a partner.

1. A: I love going to museums.

B: I like sports. Museums are too quiet for me.

2. A: I was up late watching the tennis match.

B: Me, too. I was just talking to Sam about it.

3. A: I like cooking. I love trying new recipes.

B: Me, too. But I never have time to cook.

4. A: I love going to the theater.

B: Me, too. But tickets are too expensive.

C **PAIRS** Practice the conversations in 3B. Then change some of the words with main stress to make new conversations.

Main stress

The main stress in a sentence is often on the last important word. The main stress usually highlights new or different information. We do not usually put the main stress on repeated words or on words like prepositions that do not carry a lot of meaning.

4 CONVERSATION



A ▶01-05 Listen or watch. Check (✓) the correct boxes.

	Su-min	Mehmet
1. likes soccer	<input type="checkbox"/>	<input type="checkbox"/>
2. likes traveling	<input type="checkbox"/>	<input type="checkbox"/>
3. likes politics	<input type="checkbox"/>	<input type="checkbox"/>



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



Su-min: I just had a great conversation with a colleague about soccer.

Mehmet: Oh yeah? I didn't know _____ soccer.

Su-min: I love it!

Mehmet: Me, too! We have something in common.

Su-min: Yes, sounds like it. I wonder what else we both like.

Mehmet: I like politics.

Su-min: Not me. I _____ politics!



CONVERSATION SKILL

Talk about your interests

To talk about what you're interested in, say:

I'm (really) into...

I love...

I can't stand...!

I'm interested in...

Listen to or watch the conversation in 4A again. Raise your hand when you hear the phrases above.

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

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

5 TRY IT YOURSELF

A **MAKE IT PERSONAL** Write three things you're interested in.

B **PAIRS** Talk about your interests. Use *Not me* and *Me, too*.

A: I'm really into soccer.

B: Me, too. I'm also interested in...

■ I CAN TALK ABOUT MY INTERESTS.



LESSON 2

TALK ABOUT ACCESSORIES



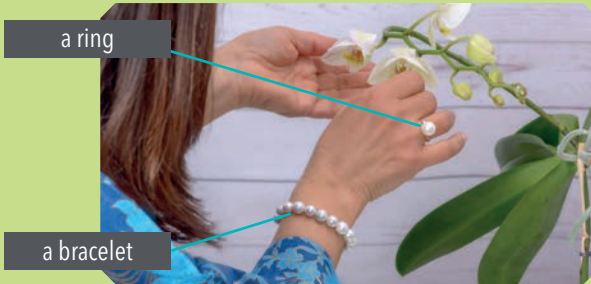
MEHMET BODUR

@MehmetB

Need a birthday gift for my sister. Any ideas?

1 VOCABULARY Fashion accessories

A 01-08 Listen. Then listen and repeat.



B PAIRS What are your favorite fashion accessories from 1A?

I like watches. I wear a watch every day.



COACH

2 GRAMMAR Restrictive relative clauses

Restrictive relative clauses define the meaning of nouns. They provide information that is necessary to understand the sentence.

Relative pronoun	Used for	Example
who	people	I know the designer who made this jacket.
whom	people	Selena is the woman (whom) I met at the fashion show.
that	people and things	The man that owns the accessories store is sitting over there. It's one of the few pieces of jewelry (that) I wear.
Relative adverb		
when	time	I'll always remember the day when my husband gave me this ring.
where	place	The store where my cousin works is in London.

Notes

- The relative pronouns *who* and *that* can be the subject or the object of the relative clause.

Subject: *I know the designer **who made** this jacket.*
(S) (V)

Object: *It's one of the few pieces of jewelry **that I wear**.*
(obj)(S) (V)

- The relative pronoun can be deleted when it is the object of the relative clause.

*It's one of the few pieces of jewelry (**that**) I wear.*

>> FOR PRACTICE, GO TO PAGE 126



3 PRONUNCIATION

A ▶01-10 Listen. Notice the intonation. Then listen and repeat.

That's a beautiful necklace. (I love the color.)

That's a beautiful necklace. (But it's too thin.)

That's a great idea. (Why didn't I think of that?)

That's a great idea. (But it won't work.)

B ▶01-11 Listen. Notice the intonation. Circle the sentence that the speaker might say next.

- | | |
|--|---------------------------------------|
| 1. I like your sunglasses. | 3. I like your ring. |
| a. They look great on you. | a. It looks really good on you. |
| b. But they're too big. | b. But I like your other ring better. |
| 2. That's a really nice tie. | 4. Your watch is very cool. |
| a. It's very cool. | a. I love it! |
| b. But it doesn't look good with that shirt. | b. But it's not my style. |

Intonation in compliments

Sometimes *how* we say something is as important as *what* we say. When we give a compliment, the intonation jumps up high to emphasize the important words and then falls at the end of the sentence. If the intonation falls but then rises a little at the end, it can sound like we're going to add a negative idea beginning with a *but*.

4 CONVERSATION



A ▶01-12 Listen or watch. Read the sentences. Circle *T* for **True** and *F* for **False**.

If the statement is false, cross out the false information and correct it.

- | | | |
|---|---|------------------------------------|
| 1. Mehmet hates likes Su-min's bracelet. | T | <input checked="" type="radio"/> F |
| 2. The personal message on Su-min's bracelet is from her mother. | T | <input type="radio"/> F |
| 3. Mehmet thinks a gift like Su-min's bracelet is too personal and not a good idea. | T | <input type="radio"/> F |
| 4. Su-min wants to help Mehmet shop for his sister's birthday gift. | T | <input type="radio"/> F |



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

Mehmet: That's a _____ bracelet!

Su-min: Thanks. It's one of the few pieces of jewelry _____ I wear.

Mehmet: Well, I really like it.

Su-min: Thank you. By the way, that tie is very cool. Where did you get it?

Mehmet: I got it at a _____ my cousin works.



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

5 TRY IT YOURSELF

- A MAKE IT PERSONAL** Think of a few items that are special to you, like Su-min's bracelet.
- B PAIRS** Talk about the items you thought about in 5A. Explain why they are special.



I CAN TALK ABOUT ACCESSORIES.

LESSON 3

DESCRIBE PERSONAL OBJECTS



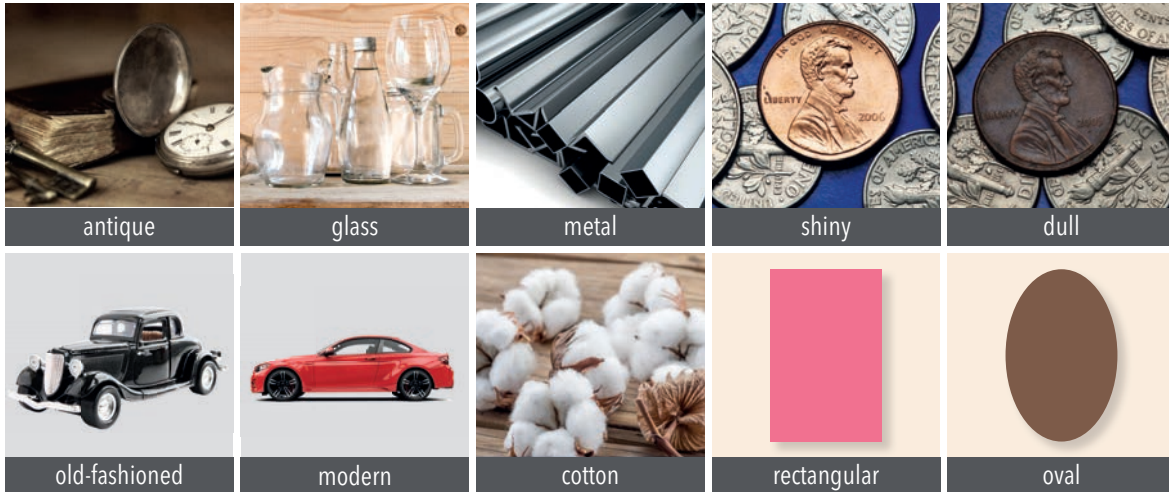
MEHMET BODUR

@MehmetB

I found my father's old leather photo album with his childhood pictures.

1 VOCABULARY Adjectives for describing objects

A ▶ 01-15 Listen. Then listen and repeat.



B Put the vocabulary words in 1A into the correct categories.

Age	Physical quality (appearance and feel)	Shape	Material

C **PAIRS** Describe objects in the room with words from 1A.

There is a rectangular door. The window is made of glass.

2 GRAMMAR Sequence of adjectives



When more than one adjective is used before a noun, the adjectives generally occur in a certain order.

Opinion	Size	Physical quality	Age	Shape	Color	Origin	Material	Noun
		shiny					metal	keychain
		smooth		rectangular				tiles
			old	round				hatbox
beautiful							silk	top hat
	small				black	Italian		handbag

Note: Commas are often used to separate three or more adjectives. They may be left out in informal writing.

*I got this **small, black, Italian** handbag from my grandmother.*

>> FOR PRACTICE, GO TO PAGE 127

3 LISTENING

A ▶01-17 Listen to the radio show. Circle the correct answers.

1. What's the show about?
 - a. childhood memories
 - b. cleaning up your home
 - c. special personal items
2. Where did the stories on the show come from?
 - a. They are the host's personal stories.
 - b. The listeners of the show sent them in.
 - c. The writers of the show created the stories.
3. What do Larry's cards make him think of?
 - a. college classes
 - b. late night studying
 - c. his old friends
4. What do all the stories have in common?
 - a. They are about family and friends.
 - b. They are about exciting events.
 - c. They are about famous people.



B ▶01-17 Read the Listening Skill. Listen again. Complete the chart with the items you hear and their descriptions.

Item	Description
keychain	shiny, metal

LISTENING SKILL

Visualize what you hear

When you listen to descriptions, try to create a mental image of what you hear. This will help you understand the information and remember it better.

C **PAIRS** Student A, use your notes from 3B to describe one of the items. Student B, try to identify the item your partner describes.

4 TRY IT YOURSELF

A **MAKE IT PERSONAL** Think of at least three items you would like to save for the future. Make notes.

Item	Description

B **PAIRS** Describe your items. Ask each other follow-up questions.

C **WALK AROUND** Ask three classmates to describe their items. Did anyone have the same item?



■ I CAN DESCRIBE PERSONAL OBJECTS.