

# StartUp

**GSE**  
Global Scale of English  
B2+ 64-75

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## StartUp 7

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# LEARNING OBJECTIVES

## WELCOME UNIT

page 2

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

Unit	Vocabulary	Language Choices	Conversation / Speaking	Listening
<b>1</b> What's over there? page 5	<ul style="list-style-type: none"> <li>Words related to travel planning</li> </ul>	<ul style="list-style-type: none"> <li>Present perfect vs. simple past</li> <li>Indefinite pronouns</li> <li>Types of adverbs</li> </ul>	<ul style="list-style-type: none"> <li>Talk about travel plans</li> <li>Talk about space exploration</li> <li>Discuss urban exploration</li> </ul> <p><b>Conversation Skill</b> Share your ideas informally</p>	<ul style="list-style-type: none"> <li>Listen to a podcast about space exploration</li> </ul> <p><b>Listening Skill</b> Listen for stressed words</p>
<b>2</b> What's your superpower? page 17	<ul style="list-style-type: none"> <li>Superpowers</li> </ul>	<ul style="list-style-type: none"> <li>Present and future unreal conditional</li> <li>Future real conditional</li> <li>Present real conditional</li> </ul>	<ul style="list-style-type: none"> <li>Talk about superpowers</li> <li>Talk about how to excel</li> <li>Discuss why we love superheroes</li> </ul> <p><b>Conversation Skill</b> Accept an opinion before offering a conflicting one</p>	<ul style="list-style-type: none"> <li>Listen to a podcast about how to excel</li> </ul> <p><b>Listening Skill</b> Listen for sequence</p>
<b>3</b> How'd you come up with that? page 29	<ul style="list-style-type: none"> <li>Words related to accomplishments</li> </ul>	<ul style="list-style-type: none"> <li>Verb + gerund vs. infinitive</li> <li>Gerund usage</li> <li>Verb + object + infinitive</li> </ul>	<ul style="list-style-type: none"> <li>Talk about what a genius is</li> <li>Talk about fictional worlds</li> <li>Talk about different senses</li> </ul> <p><b>Conversation Skill</b> Defend arguments informally</p>	<ul style="list-style-type: none"> <li>Listen to a podcast about fictional worlds</li> </ul> <p><b>Listening Skill</b> Listen for definitions signaled by pauses</p>
<b>4</b> Are you an animal person? page 41	<ul style="list-style-type: none"> <li>Words to describe unusual things</li> </ul>	<ul style="list-style-type: none"> <li>Articles for general and specific nouns</li> <li>Quantifiers with singular vs. plural verbs</li> <li>Articles for known and unknown information</li> </ul>	<ul style="list-style-type: none"> <li>Talk about animal videos</li> <li>Discuss animal personalities</li> <li>Discuss animal behavior</li> </ul> <p><b>Conversation Skill</b> Use circumlocution when you don't know a word</p>	<ul style="list-style-type: none"> <li>Listen to a podcast about animal personalities</li> </ul> <p><b>Listening Skill</b> Summarize</p>
<b>5</b> Is this going to work? page 53	<ul style="list-style-type: none"> <li>Words related to starting a business</li> </ul>	<ul style="list-style-type: none"> <li>Reported speech patterns</li> <li>Changes in reported speech</li> <li>Common reporting verbs</li> </ul>	<ul style="list-style-type: none"> <li>Talk about starting a small business</li> <li>Talk about inventions</li> <li>Talk about a success story</li> </ul> <p><b>Conversation Skill</b> Show interest in a conversation</p>	<ul style="list-style-type: none"> <li>Listen to a podcast about inventions</li> </ul> <p><b>Listening Skill</b> Selective attention</p>

Pronunciation	Video Talk / Discussion	Reading	Writing	Problem Solving
<ul style="list-style-type: none"> <li>Rhythm and stress patterns</li> </ul>	<ul style="list-style-type: none"> <li>Listen to or watch a talk about abandoned places</li> </ul> <p><b>Note-taking Skill</b> Make lists</p> <p><b>Discussion Skill</b> Invite others to participate</p>	<ul style="list-style-type: none"> <li>Read about deep-sea exploration</li> </ul> <p><b>Reading Skill</b> Identify metaphor</p>	<ul style="list-style-type: none"> <li>Write a descriptive essay</li> </ul> <p><b>Writing Skill</b> Use active verbs</p>	<ul style="list-style-type: none"> <li>Consider how to reduce vandalism at famous sites around the world</li> </ul>
<ul style="list-style-type: none"> <li>Pausing and intonation in transitional phrases</li> </ul>	<ul style="list-style-type: none"> <li>Listen to or watch a talk about why we love superheroes</li> </ul> <p><b>Note-taking Skill</b> Note examples clearly</p> <p><b>Discussion Skill</b> Return a discussion back to the main point</p>	<ul style="list-style-type: none"> <li>Read about technological superpowers</li> </ul> <p><b>Reading Skill</b> Use a KWL chart</p>	<ul style="list-style-type: none"> <li>Write a definition essay</li> </ul> <p><b>Writing Skill</b> Use rhetorical questions</p>	<ul style="list-style-type: none"> <li>Consider how to reduce cheating among athletes</li> </ul>
<ul style="list-style-type: none"> <li>Pronouncing to in infinitives</li> </ul>	<ul style="list-style-type: none"> <li>Listen to or watch a talk about synesthesia</li> </ul> <p><b>Note-taking Skill</b> Note unfamiliar names and words</p> <p><b>Discussion Skill</b> Summarize ideas to focus the conversation</p>	<ul style="list-style-type: none"> <li>Read about creativity-boosting ideas</li> </ul> <p><b>Reading Skill</b> Annotate the text</p>	<ul style="list-style-type: none"> <li>Write an opinion essay</li> </ul> <p><b>Writing Skill</b> Refer to outside sources</p>	<ul style="list-style-type: none"> <li>Consider whether reading escapist literature leads to problems in society</li> </ul>
<ul style="list-style-type: none"> <li>Reductions in quantifier phrases</li> </ul>	<ul style="list-style-type: none"> <li>Listen to or watch a talk about animal behavior</li> </ul> <p><b>Note-taking Skill</b> Identify a speaker's key examples</p> <p><b>Discussion Skill</b> Tell an anecdote</p>	<ul style="list-style-type: none"> <li>Read about animals that use language</li> </ul> <p><b>Reading Skill</b> Recognize definitions</p>	<ul style="list-style-type: none"> <li>Write a persuasive essay</li> </ul> <p><b>Writing Skill</b> Use strong, emotional language</p>	<ul style="list-style-type: none"> <li>Consider how to avoid the spread of invasive species</li> </ul>
<ul style="list-style-type: none"> <li>Sentence stress in conversations</li> </ul>	<ul style="list-style-type: none"> <li>Listen to or watch a talk about a success story</li> </ul> <p><b>Note-taking Skill</b> Use Cornell Notes</p> <p><b>Discussion Skill</b> Build on what others have said</p>	<ul style="list-style-type: none"> <li>Read about alternative foods</li> </ul> <p><b>Reading Skill</b> Paraphrase</p>	<ul style="list-style-type: none"> <li>Write an online review</li> </ul> <p><b>Writing Skill</b> Use titles and subtitles</p>	<ul style="list-style-type: none"> <li>Consider how entrepreneurs could get new ideas to market faster</li> </ul>

Unit	Vocabulary	Language Choices	Conversation / Speaking	Listening
<b>6</b> Can I have a raise? page 65	<ul style="list-style-type: none"> <li>Words related to work and compensation</li> </ul>	<ul style="list-style-type: none"> <li>Subject-verb agreement: Review and expand</li> <li>Probability and certainty in the future</li> <li>Expressing future time</li> </ul>	<ul style="list-style-type: none"> <li>Talk about compensation</li> <li>Talk about the gender pay gap</li> <li>Discuss wealth inequality</li> </ul> <p><b>Conversation Skill</b> Add comments to soften an opinion</p>	<ul style="list-style-type: none"> <li>Listen to a podcast about the gender pay gap</li> </ul> <p><b>Listening Skill</b> Infer goals</p>
<b>7</b> What are you going to do about it? page 77	<ul style="list-style-type: none"> <li>Words related to social advocacy</li> </ul>	<ul style="list-style-type: none"> <li>Passive voice: Form and use</li> <li>Passive voice: Reporting structures</li> <li>Passive infinitives and causatives</li> </ul>	<ul style="list-style-type: none"> <li>Talk about making a difference</li> <li>Talk about citizen journalism</li> <li>Discuss the impact of social media</li> </ul> <p><b>Conversation Skill</b> Identify gaps between thought groups</p>	<ul style="list-style-type: none"> <li>Listen to a podcast about citizen journalism</li> </ul> <p><b>Listening Skill</b> Tone of voice</p>
<b>8</b> What's our story? page 89	<ul style="list-style-type: none"> <li>Marketing words</li> </ul>	<ul style="list-style-type: none"> <li>Modifying relative clauses</li> <li>Participle clauses</li> <li>Infinitive clauses</li> </ul>	<ul style="list-style-type: none"> <li>Talk about a solution to a problem</li> <li>Talk about promotion strategies</li> <li>Talk about corporate origin stories</li> </ul> <p><b>Conversation Skill</b> Speculate about the future</p>	<ul style="list-style-type: none"> <li>Listen to a podcast about promotional strategies</li> </ul> <p><b>Listening Skill</b> Anticipate words</p>
<b>9</b> Do you follow any sports? page 101	<ul style="list-style-type: none"> <li>Athletic abilities</li> </ul>	<ul style="list-style-type: none"> <li>Modals for speculation and expectation</li> <li>Expressing necessity and obligation</li> <li>Permission, strong advice, and prohibition</li> </ul>	<ul style="list-style-type: none"> <li>Talk about athletic competition</li> <li>Talk about esports</li> <li>Talk about what a sport is</li> </ul> <p><b>Conversation Skill</b> Build empathy with active listening</p>	<ul style="list-style-type: none"> <li>Listen to a podcast about esports</li> </ul> <p><b>Listening Skill</b> Infer the target audience</p>
<b>10</b> Remember when? page 113	<ul style="list-style-type: none"> <li>Phrasal verbs for talking about life events</li> </ul>	<ul style="list-style-type: none"> <li>Future in the past</li> <li>Past perfect and past perfect continuous</li> <li>Expressing the past: Review</li> </ul>	<ul style="list-style-type: none"> <li>Talk about a life-changing decision</li> <li>Talk about a memoir</li> <li>Discuss life in the past</li> </ul> <p><b>Conversation Skill</b> Maintain interest with question tags</p>	<ul style="list-style-type: none"> <li>Listen to a podcast about memoirs</li> </ul> <p><b>Listening Skill</b> Comparisons</p>

VOCABULARY / LANGUAGE CHOICES PRACTICE ..... page 125

GLOSSARY ..... page 155

Pronunciation	Video Talk / Discussion	Reading	Writing	Problem Solving
<ul style="list-style-type: none"> <li>Stress in compounds</li> </ul>	<ul style="list-style-type: none"> <li>Listen to or watch a talk about wealth inequality</li> </ul> <p><b>Note-taking Skill</b> Use a KWL chart</p> <p><b>Discussion Skill</b> Acknowledge others' contributions</p>	<ul style="list-style-type: none"> <li>Read about a job market trend</li> </ul> <p><b>Reading Skill</b> Recognize hedging</p>	<ul style="list-style-type: none"> <li>Write a compare and contrast essay</li> </ul> <p><b>Writing Skill</b> Use parallel structure</p>	<ul style="list-style-type: none"> <li>Consider the pros and cons of getting additional education</li> </ul>
<ul style="list-style-type: none"> <li>Pronunciation of -ate endings</li> </ul>	<ul style="list-style-type: none"> <li>Listen to or watch a talk about the impact of social media</li> </ul> <p><b>Note-taking Skill</b> Include key definitions and examples</p> <p><b>Discussion Skill</b> Interrupt politely</p>	<ul style="list-style-type: none"> <li>Read about environmental solutions</li> </ul> <p><b>Reading Skill</b> Create a process flow chart</p>	<ul style="list-style-type: none"> <li>Write a petition</li> </ul> <p><b>Writing Skill</b> Consider your audience</p>	<ul style="list-style-type: none"> <li>Consider how to get more reliable, accurate news</li> </ul>
<ul style="list-style-type: none"> <li>Phrasal prepositional verbs</li> </ul>	<ul style="list-style-type: none"> <li>Listen to or watch a talk about corporate origin stories</li> </ul> <p><b>Note-taking Skill</b> Listen for restatement</p> <p><b>Discussion Skill</b> Ask follow-up questions</p>	<ul style="list-style-type: none"> <li>Read about deceptive marketing</li> </ul> <p><b>Reading Skill</b> Skim</p>	<ul style="list-style-type: none"> <li>Write a personal essay</li> </ul> <p><b>Writing Skill</b> Use redundancy</p>	<ul style="list-style-type: none"> <li>Consider the consequences of products not lasting as long as they used to</li> </ul>
<ul style="list-style-type: none"> <li>Expressions of necessity</li> </ul>	<ul style="list-style-type: none"> <li>Listen to or watch a talk about what a sport is</li> </ul> <p><b>Note-taking Skill</b> List a series of arguments</p> <p><b>Discussion Skill</b> Express strong opinions</p>	<ul style="list-style-type: none"> <li>Read about sports fans</li> </ul> <p><b>Reading Skill</b> Understand referential cohesion</p>	<ul style="list-style-type: none"> <li>Write a set of instructions</li> </ul> <p><b>Writing Skill</b> Write like a reader</p>	<ul style="list-style-type: none"> <li>Consider how to limit the injuries sports can cause</li> </ul>
<ul style="list-style-type: none"> <li>Auxiliary <i>had</i> and stress in past perfect</li> </ul>	<ul style="list-style-type: none"> <li>Listen to or watch a talk about life in the past</li> </ul> <p><b>Note-taking Skill</b> Listen for reasons</p> <p><b>Discussion Skill</b> Ask rhetorical questions</p>	<ul style="list-style-type: none"> <li>Read about memories</li> </ul> <p><b>Reading Skill</b> Use a cause-and-effect T-chart</p>	<ul style="list-style-type: none"> <li>Write a report</li> </ul> <p><b>Writing Skill</b> Omit unnecessary information</p>	<ul style="list-style-type: none"> <li>Consider how to prevent the world's languages from disappearing</li> </ul>

**Key**

 audio

 video

 ActiveTeach

 web search



# TO THE TEACHER

## Welcome to *StartUp*

*StartUp* is an innovative eight-level, general American English course for adults and young adults who want to make their way in the world and need English to do it. The course takes students from CEFR A1 to C1 and enables teachers and students to track their progress in detail against the Global Scale of English (GSE) Learning Objectives.

<i>StartUp</i> Level	GSE Range	CEFR	Description	<i>StartUp</i> Level	GSE Range	CEFR	Description
1	22-33	A1	Beginner	5	49-58	B1+	High intermediate
2	30-37	A2	High beginner	6	56-66	B2	Upper intermediate
3	34-43	A2+	Low intermediate	7	64-75	B2+	Low advanced
4	41-51	B1	Intermediate	8	73-84	C1	Advanced

## English for 21st century learners

*StartUp* helps your students develop the spoken and written language they need to communicate in their personal, academic, and work lives. In each lesson, you help students build the collaborative and critical thinking skills so essential for success in the 21st century. *StartUp* allows students to learn the language in ways that work for them: anytime, anywhere. The Pearson Practice English App allows students to access their English practice on the go. Additionally, students have all the audio and video files at their fingertips in the app and on the Pearson English Portal.

## Personalized, flexible teaching

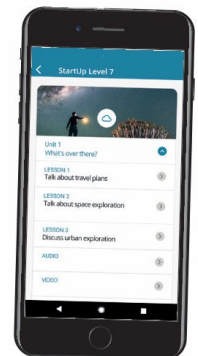
The unit structure and the wealth of support materials give you options to personalize the class to best meet your students' needs. *StartUp* gives you the freedom to focus on different strands and skills; for example, you can spend more class time on listening and speaking. You can choose to teach traditionally or flip the learning. You can teach sections of the lesson in the order you prefer. And you can use the ideas in the Teacher's Edition to help you extend and differentiate instruction, particularly for mixed-ability and for large and small classes.

## Motivating and relevant learning

*StartUp* creates an immersive learning experience with a rich blend of multimedia videos and interactive activities; podcasts, interviews, and other audio texts for listening practice; humorous, engaging conversations with an international cast of characters for modeling conversation skills; high-interest video talks beginning at Level 5; media project videos in Levels 1-4; presentation skills videos in Levels 5-6; and problem-solving challenges in Levels 7-8 for end-of-unit skills consolidation.

## Access at your fingertips

*StartUp* provides students with everything they need to extend their learning to their mobile device. The app empowers students to take charge of their learning outside of class, allowing them to practice English whenever and wherever they want, online or offline. The app provides practice of vocabulary, grammar, listening, and conversation. Students can go to any lesson by scanning a QR code on their Student Book page or through the app menu. The app also provides students with access to all the audio and video files from the course.



# Components

## For the Teacher

*StartUp* provides everything you need to plan, teach, monitor progress, and assess learning.

The **StartUp ActiveTeach** front-of-class tool allows you to

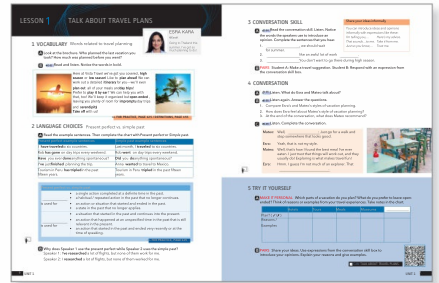
- zoom in on the page to focus the class’s attention
- use tools, like a highlighter, to emphasize specific text
- play all the audio texts and videos from the page
- pop up interactive activities
- move easily to and from any cross-referenced pages

The interleaved **Teacher’s Edition** includes

- an access code to the Pearson Practice English App and all digital resources
- language and culture notes
- teaching tips to help you improve your teaching practice
- *Look for* notes to help assess students’ performance
- answer keys to all Student Book exercises
- and more!

**Teacher’s Digital Resources**, all available on the Pearson English Portal, include

- the Teacher Methodology Handbook
- a unit walkthrough
- ActiveTeach front-of-class software
- ExamView assessment software
- teacher’s notes for every Student Book page
- rubrics for speaking and writing
- hundreds of reproducible worksheets
- answer keys for all practice
- audio and video scripts
- the GSE Teacher Mapping Booklet
- the GSE Toolkit



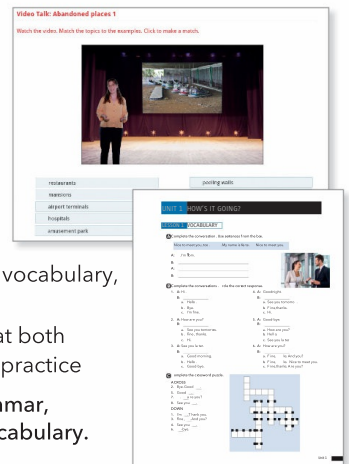
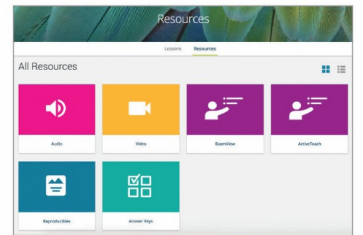
## For the Student

*StartUp* provides students with everything they need to extend their learning.

The optional **MyEnglishLab for StartUp** gives students more formal online practice and provides immediate feedback, hints, and tips. It includes

- grammar practice (called Language Choices in *StartUp* 7 & 8 to better reflect the level)
- vocabulary practice
- speaking and pronunciation activities
- listen-and-record practice that lets students record themselves and compare their recordings to models
- auto-graded reading and writing practice that reinforces skills taught in the Student Book
- summative assessments that measure students’ mastery of listening, vocabulary, grammar, pronunciation, and reading
- a gradebook, which records scores on practice and assessments, that both students and you can use to help monitor progress and plan further practice

The optional **StartUp Workbook** provides practice of vocabulary, grammar, reading, and writing and includes self-assessments of grammar and vocabulary.



# WELCOME UNIT

## 1 IN THE CLASSROOM

### A Get to know your classmates

Talk to your classmates. Find someone who matches each prompt. Write his or her first name on the line. Then ask follow-up questions.

- loves to read \_\_\_\_\_
- has ridden a motorcycle \_\_\_\_\_
- enjoys cooking \_\_\_\_\_
- can play a musical instrument \_\_\_\_\_
- has traveled to another country \_\_\_\_\_
- is very artistic \_\_\_\_\_

A: Excuse me, do you love to read?

B: Yes, I do! My name is Onur. O-N-U-R.

A: Thanks! What kinds of things do you like to read?

### B Strategies for class and business discussions

Here are some examples of strategies that will help you overcome challenges in discussions with classmates or colleagues. Complete the tips with the problems in the box.

<del>doesn't participate</del>	goes off topic	speaks too softly
speaks too quickly	speaks too much	interrupts others




1. If someone doesn't participate, invite him or her to join in by saying things like...
  - "What do you think, Diego?"
  - "We haven't heard from Chiyo yet. What do you think about...?"
2. If someone \_\_\_\_\_, get him or her back on track by saying things like...
  - "Let's return to what Lanh was saying."
  - "That's a good point, but let's get back to the main issue."
3. If someone is impatient and frequently \_\_\_\_\_, you can say...
  - "Wait your turn, please. You'll have a chance to talk in a moment."
  - "Hold on. Let Malik finish what he's saying."
4. If someone \_\_\_\_\_ and others don't have the opportunity to speak, you can politely interrupt by saying...
  - "Thank you, Noor. Now let's hear what other people have to say."
  - "That's an interesting idea. What do you think about that, Jae-jin?"
5. If someone \_\_\_\_\_, ask him or her to slow down by saying...
  - "Would you mind slowing down?"
  - "Could you say that a little more slowly, please?"
6. If someone \_\_\_\_\_, and others have trouble understanding what is being said, get him or her to speak up by saying...
  - "Would you mind speaking up a little?"
  - "I'm afraid we can't hear what you're saying."

### C 00-01 Listen. Check (✓) the strategies from 1B that you hear.

### D DISCUSS In groups, discuss the strategies in 1B. Which ones are the most / least useful? Say why.




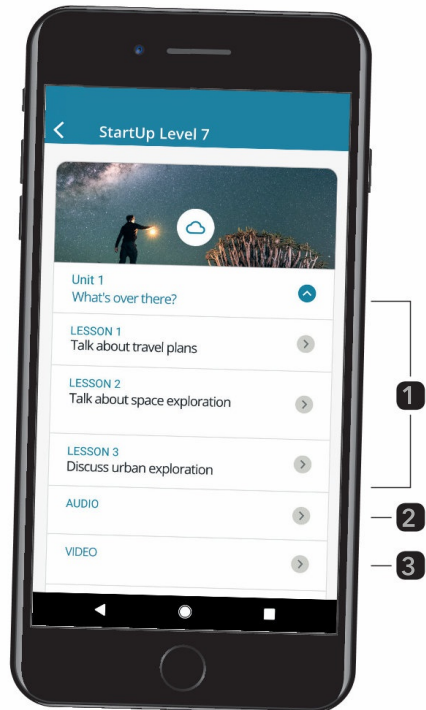
## 2 LEARN ABOUT YOUR BOOK

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. Look at page 6, Language Choices. Where is the practice? \_\_\_\_\_
5. Look at the QR code . Find it 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  mean? \_\_\_\_\_
6. Look at the QR code on page 7 again. What happens when you scan the code? \_\_\_\_\_  
\_\_\_\_\_





# MEET THE PEOPLE OF TSW MEDIA

To find out more, listen to the introductions!

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.



**TAE-HO KANG**

Videographer

▶00-02 Hello! My name is Tae-ho Kang. I live in Daegu, South Korea, where I work as a videographer.



**ESRA KARA**

Computer programmer

▶00-05 Hi, everyone. My name is Esra Kara. I live and work in Istanbul, Turkey, as a computer programmer.



**CARLA LUGO**

Social media coordinator

▶00-03 Hi there! My name is Carla Lugo. I'm a social media coordinator in the New York office.



**HIRO MATSUDA**

Project manager

▶00-06 Hello! I'm Hiro Matsuda. I'm a project manager. I grew up in Tokyo, but now I live in New Jersey.



**MATEO ROMERO**

Accountant

▶00-04 Hey! I'm Mateo Romero. I was born and raised in La Paz, Bolivia. I'm an accountant.



**KATE SANDS**

Market researcher

▶00-07 Hi! I'm Kate Sands. I'm a market researcher in Toronto.

Every year, TSW sponsors a competition for employees to get mentoring and coaching to improve their public speaking skills. Here are three of the winners!



**ADRIANA LOPEZ**

▶00-08 Hi. My name is Adriana Lopez. I work in the technology department in the Quito office.



**KENDRICK SCOTT**

▶00-09 Hey! I'm Kendrick Scott, and I'm a designer in the Vancouver office.



**DAVID CRUZ**

▶00-10 Hi. My name is David Cruz. I'm from Florida, but I've lived and worked in Singapore for the past six years. I'm an advertising manager.





# WHAT'S OVER THERE?

## LEARNING GOALS

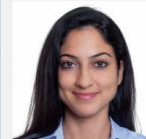
In this unit, you

- ⊕ talk about travel plans
- ⊕ talk about space exploration
- ⊕ discuss urban exploration
- ⊕ read about deep-sea exploration
- ⊕ write a descriptive essay



## GET STARTED

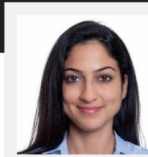
- Read the unit title and learning goals. What does the word *exploration* make you think of?
- Look at the picture. Make a few quick notes to describe it and then compare your ideas with a partner. How are your descriptions similar or different?
- Read Esra's message. What does she mean when she says she has "traveling on the brain"? How does Esra's message relate to the picture?



**ESRA KARA**

@EsraK

I have traveling on the brain. I love traveling, and I'm really looking forward to my next fantastic adventure!



ESRA KARA

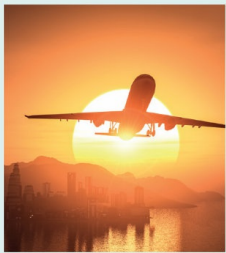
@EsraK

Going to Thailand this summer. I've got so much planning to do!

## ★ 1 VOCABULARY Words related to travel planning

**A** Look at the brochure. Who planned the last vacation you took? How much was planned before you went?

**B** ▶01-01 Read and listen. Notice the words in bold.



Here at Vista Travel we've got you covered, **high season** or **low season**! Like to **plan ahead**? We can work out a detailed **itinerary** for you—we'll even **plan out** all of your meals and **day trips**!

Prefer to **play it by ear**? We can help you with that, too! We'll keep it organized but **open-ended**, leaving you plenty of room for **impromptu** day trips and **serendipity**!

**Take off** with us!



>> FOR PRACTICE, PAGE 125 / DEFINITIONS, PAGE 155

## 2 LANGUAGE CHOICES Present perfect vs. simple past

**A** Read the example sentences. Then complete the chart with *Present perfect* or *Simple past*.

Present perfect example sentences	Simple past example sentences
I <b>have traveled</b> to six countries.	Last month, I <b>traveled</b> to six countries.
Rob <b>has gone</b> on day trips every weekend.	Rob <b>went</b> on day trips every weekend.
<b>Have</b> you ever <b>done</b> anything spontaneous?	<b>Did</b> you <b>do</b> anything spontaneous?
I've just <b>finished</b> planning the trip.	Anna <b>wanted</b> to travel to Mexico.
Tourism in Peru <b>has tripled</b> in the past fifteen years.	Tourism in Peru <b>tripled</b> in the past fifteen years.

### Present perfect vs. simple past

_____ is used for	<ul style="list-style-type: none"> <li>a single action completed at a definite time in the past.</li> <li>a habitual / repeated action in the past that no longer continues.</li> <li>an action or situation that started and ended in the past.</li> <li>a state in the past that no longer applies.</li> </ul>
_____ is used for	<ul style="list-style-type: none"> <li>a situation that started in the past and continues into the present.</li> <li>an action that happened at an unspecified time in the past that is still relevant in the present.</li> <li>an action that started in the past and ended very recently or at the time of speaking.</li> </ul>

>> FOR PRACTICE, PAGE 125

**B** Why does Speaker 1 use the present perfect while Speaker 2 uses the simple past?

Speaker 1: I've **researched** a lot of flights, but none of them work for me.

Speaker 2: I **researched** a lot of flights, but none of them worked for me.

