

StartUp

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Learning Objectives

WELCOME UNIT

page 2

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

Unit	Conversation/ Speaking	Listening	Vocabulary	Grammar
1 What do you do? page 5	- Talk about what you do - Describe your commute - Talk about what people do at work Skill Greet someone	Listen to a podcast about commuting Skill Listen for names	- Jobs - Commuting - Work activities	- Simple present of <i>be</i>: Review - Simple present: Review - Simple present, <i>yes / no</i> and <i>wh</i>-questions: Review
2 Who's that? page 17	- Describe someone's personality - Describe someone's appearance - Talk about skills and abilities Skill Show interest	Listen to a podcast about a TV show Skill Imagine what people talk about	- Family relationships - Adjectives to describe personality - Appearance - Skills and abilities	- Questions with <i>who</i> and <i>what</i>; Answers <i>Be</i> vs. <i>have</i> for description <i>Can</i> for ability
3 What are you doing today? page 29	- Talk about household chores - Make and respond to invitations - Talk about free time Skill Show you're unsure		- Household chores - Types of movies - Free-time activities	- The present continuous for events happening now: Review - Verbs + infinitives and gerunds
4 Whose phone is this? page 41	- Talk about who owns something - Ask for and give / refuse permission - Compare things Skill Show you're confused		- Personal possessions - Verbs used with personal possessions - Technology adjectives	- Questions with <i>whose</i> - Possessive nouns and pronouns - Comparative adjectives: Regular and irregular
5 Any plans for the weekend? page 53	- Talk about plans - Plan an activity with friends - Talk about problems with plans Skill Change the topic	Listen to phone messages about problems with plans Skill Make predictions	- Time expressions - Verbs for offers - Activities with <i>go</i> + <i>-ing</i> - Problems with plans	- Present continuous for the future - Object pronouns <i>Will</i> for future intention

Pronunciation	Reading	Writing	Media Project	Learning Strategy
- Stressed syllables - Simple present -s ending	Read about super commuting Skill Make predictions	Write a résumé Skill Capitalize proper nouns (review)	Describe photos of someone you know and their work	Vocabulary Message words and pictures
- The vowel sound /ʌ/ - Can and can't	Read about a family business Skill Find the topic	Describe yourself on an application Skill Use correct punctuation	Describe photos of someone you know and their appearance/abilities	Pronunciation Record yourself speaking
- Stressed words - Blending: <i>want to</i> and <i>have to</i>	Read about a problem with technology Skill Find the main idea	Write about ways to relax Skill Connect ideas with <i>and</i> and <i>but</i>	Make a video of things you like and don't like to do	Vocabulary Write about your life
- Stress in compound nouns - Stress in comparative sentences	Read about a lost object Skill Understand time order	Write an online product ad Skill Add details	Describe photos of things that are important to you and your friends	Grammar Write a conversation
- Sounds and spelling: the vowels /aɪ/, /ɪ/, and /i/ - Contractions with <i>will</i>	Take a personality quiz Skill Think about similar readings	Write an email to make plans Skill Use <i>or</i> to describe choices	Describe photos of a place for an event	Grammar Write a sentence. Change something.

Unit	Conversation/ Speaking	Listening	Vocabulary	Grammar
6 Are you OK? page 65	- Talk about daily routines - Talk about injuries - Talk about illnesses and remedies Skill Show sympathy	Listen to a sports show Skill Listen for agreement and disagreement	- Daily routines - Parts of the body - Illnesses - Remedies	- Adverbs of frequency <i>Should</i> for advice and suggestions
7 How do I get there? page 77	- Make a phone call - Ask about public transportation - Give directions Skill Show you understand	Listen to a podcast about transportation Skill Think about the purpose	- Tourist attractions and activities - Public transportation - Getting around the city	<i>There is / There are</i>: Review - Prepositions of movement
8 How was your vacation? page 89	- Describe a place - Talk about a vacation - Describe a hotel experience Skill Show surprise		- Weather - Travel experience - Things you do on vacation - Hotel activities	- Simple past with <i>be</i>: Review - Simple past, regular verbs: Review - Simple past, irregular verbs: Review
9 What's for dinner? page 101	- Talk about food you like - Describe how to cook something - Order food Skill Make sure something is OK	Listen to a recipe Skill Listen for sequence	- Common foods - Measurements - Cooking verbs - Foods on a menu	- Questions with <i>How much</i> and <i>How many</i> <i>Some / any</i> with count and non-count nouns: Review <i>Would like</i> for preferences and polite requests
10 Where are you going? page 113	- Talk about important life events - Describe when events happened - Saying dates - Talk about life plans and goals Skill Invite someone to talk	Listen to a podcast about a famous person Skill Listen for time order	- Milestones - Past time markers - Future time markers	- Simple past, <i>yes / no</i> and <i>wh-</i> questions - Future plans with <i>be going to</i>

GRAMMAR PRACTICE page 125

GRAMMAR REFERENCE page 150

Pronunciation	Reading	Writing	Media Project	Learning Strategy
- Emphatic stress - Silent letters	Read about the benefits of hot springs Skill Understand the purpose of each paragraph	Write simple health advice Skill Give examples with <i>for example</i> and <i>like</i>	Make a video about ways to stay healthy	Pronunciation Study syllables
- Linking a vowel to a vowel - The voiceless <i>th</i> sound /θ/	Read a story about getting lost Skill Identify supporting examples	Write directions to a place Skill Show order with signal words	Describe photos of special places	Vocabulary Word maps
<i>Was / wasn't</i> and <i>were / weren't</i> - Simple past -ed ending	Read about an unusual job Skill Find details	Write a hotel review Skill Connect ideas with <i>so</i> and <i>that's why</i>	Describe photos of a person you visited and the things you did	Grammar Find grammar online
- Consonant groups - Unstressed words: <i>a, of, an, and</i>	Read about food and memories Skill Infer meaning	Write a restaurant review Skill Connect ideas with <i>this, that</i>, and other pronouns	Make a video about how to make a simple food	Pronunciation Sentences with sounds
- The sounds /ɔ:/ and /ɔɪ/ - Blending: <i>going</i> to ("gonna")	Read advice on finding a job Skill Infer why someone does something	Write a cover letter Skill Organize a cover letter	Describe photos that show your plans	Vocabulary Make a timeline

Key

 00-00 audio

 abc flashcards

 video

 video/coach
COACH

 ActiveTeach

 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.

Can you speak more slowly? Can you repeat that? How do you pronounce this?
How do you spell that? What does this word mean? What's this called in English?



C ROLE PLAY Choose one conversation from 1B. Make your own conversation.

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.

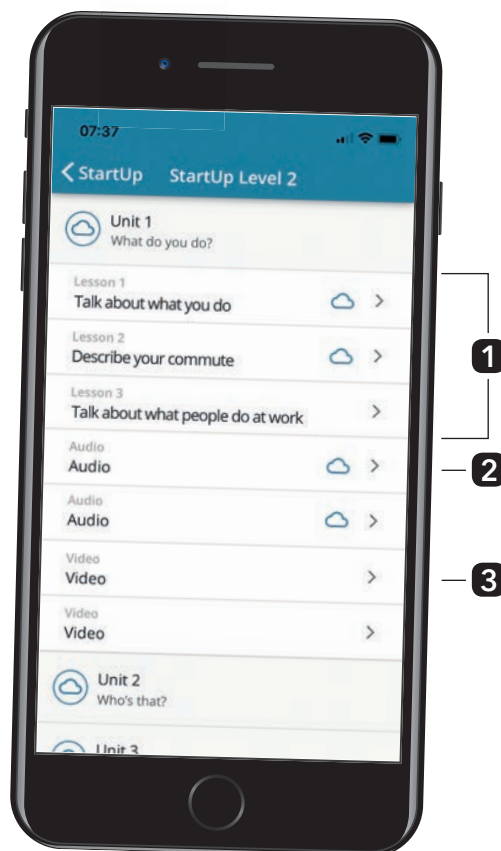
a. Number _____ shows the practice activities.

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? _____



TSW MEDIA 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.



SIMON HARRIS

Market researcher

▶ 00-02 Hello. I'm Simon Harris and I'm a market researcher. I live in Toronto, but I often travel to TSW offices around the world. Luckily, I'm really good at sleeping on airplanes!



YUKI OGAWA

Social media manager

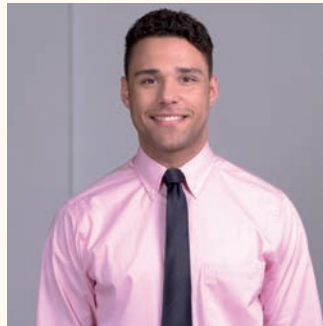
▶ 00-03 Hi there. My name is Yuki Ogawa. I live and work in Tokyo, Japan, as a social media manager. In my free time, I like going to concerts. I saw almost 50 shows last year!



ROSA DELGADO

Video producer

▶ 00-04 Hi! My name is Rosa Delgado, and I'm a video producer in Santiago, Chile. I'm also a photographer. I love to take photos of my two kids. But I don't like photos of me!



CARLOS MORENO

Multimedia artist

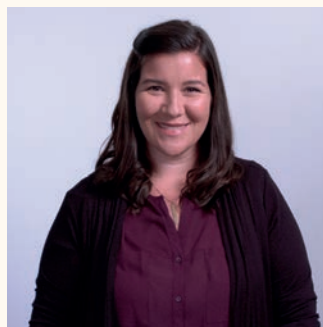
▶ 00-05 Hey. I'm Carlos Moreno. I'm a multimedia artist here in New York City. I like my job. I'm a big soccer fan and I never miss a match!



DIEGO SALAS

Market researcher

▶ 00-06 Hey there. I'm Diego Salas. I work in the Bogotá office. I'm a market researcher. I really like eating healthy and exercising. I go to the gym almost every morning.



EMMA DAVIS

Account manager

▶ 00-07 Hi! I'm Emma Davis. I'm an account manager in New York. I often work late on weekdays, but weekends are for my family and friends. My favorite thing is to invite friends over for dinner.



WHAT DO YOU DO?

LEARNING GOALS

In this unit, you

- ⊗ talk about what you do
- ⊗ describe your commute
- ⊗ talk about what people do at work
- ⊗ read about super commuting
- ⊗ write a résumé



GET STARTED

- A** Read the title and the learning goals.
- B** Look at the photo of the people. What do you see?
- C** Now read Simon's message. Where is he? Why is he excited?



SIMON HARRIS

@SimonH

I'm at the TSW office for a week.
Excited to meet everyone here!

LESSON 1

TALK ABOUT WHAT YOU DO



SIMON HARRIS

@SimonH

There's a big meeting this morning.
I don't want to be late ...

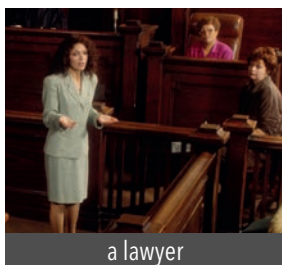
1 VOCABULARY Jobs



A 01-01 Listen. Then listen and repeat.



a nurse



a lawyer



a software engineer



a chef



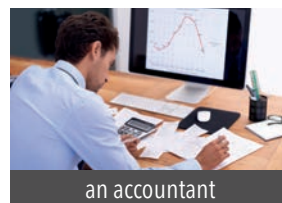
a teacher



a doctor



a pilot



an accountant



a pharmacist



a market researcher



a hotel manager



a journalist

B Look at the jobs in 1A. Who works in an office? a school? a hospital? a restaurant?

C **GROUPS** Choose one job. Tell your group two things about that job.

Well, I know about chefs. They work in restaurants and cook food.



2 GRAMMAR Simple present of be: Review

SEE PAGE 150 FOR A COMPLETE CHART.

Affirmative statements				Negative statements				Affirmative contractions
Subject	Be			Subject	Be	Not		I am → I'm
I	am	a doctor.		I	am	not	a doctor.	he is → he's
She	is	in New York.		She	is		in New York.	you are → you're
Questions				Answers				Negative contractions
Wh- word	Be	Subject						I am not → I'm not
	Is	he	in London?	Yes, he is . / No, he isn't .				she is not → she isn't / she's not
Where	is	she	from?	Brazil.				we are not → we aren't / we're not
Who	are	they?		They're market researchers.				
Notes								Contractions with wh- words
• We almost always use contractions in speaking and informal writing. • Don't use contractions in affirmative short answers.								Who is → Who's
Yes, he is . NOT Yes, he's.								Where is → Where's



3 PRONUNCIATION

Stressed syllables

In words with more than one syllable, one syllable is stressed: **tea**•cher The stressed syllable is strong and clear.

- A** ▶01-03 Listen. Notice the stressed syllable in each word. Then listen and repeat.

sci•ence ac•count•ant hös•pi•tal

- B** ▶01-04 Listen. Circle the words that have the stress shown. Then listen and repeat the words with the stress shown.

- doctor hotel lawyer pilot
- computer attendant assistant researcher
- journalist pharmacist engineer manager

- C** **PAIRS** Say two words. Then talk with your partner. Do the two words have the same or different stressed syllables?

4 CONVERSATION



- A** ▶01-05 Listen or watch. Complete the chart. Check the names to answer the questions.

	Simon	Yuki	Zoey
1. Who is a social media manager?		✓	
2. Who is a market researcher?	✓		
3. Who is a marketing student?			✓



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

Yuki: So, Simon, where are you from?

Simon: I'm from _____. I'm a market researcher.

Yuki: Oh, yeah? _____ a social media manager. _____ from Tokyo.

Simon: Oh, that's great!



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

- D** **PAIRS** Make two new conversations. Use these words or your own ideas. Use your own names and places.

a lawyer

a teacher

a doctor

a nurse

5 TRY IT YOURSELF

- A** **MAKE IT PERSONAL** Introduce yourself to a partner. Talk about what you do.

A: Hi. I'm Lisa. I'm a nurse.

B: Nice to meet you, Lisa. I'm Franco. I'm a student.

- B** **WALK AROUND** Introduce your partner to three classmates.

A: This is Franco. He's a student.

■ I CAN TALK ABOUT WHAT I DO.



LESSON 2

DESCRIBE YOUR COMMUTE

1 VOCABULARY Commuting

A ▶ 01-08 Listen. Then listen and repeat.



SIMON HARRIS

@SimonH

I just listened to a podcast about how people get to work. One guy travels three and a half hours every day!



B ▶ 01-09 Listen to each person. Circle the correct answer.

1. Anna has a *long* / *short* commute.
2. It takes Jeff a *long* / *short* time to get to work.
3. Melanie's apartment is *close to* / *far from* work.



2 GRAMMAR Simple present: Review

Affirmative statements			Negative statements				
Subject	Verb		Subject	Do / Does	Not	Base form of verb	
I	live	close to school.	I	do	not	have	a long commute.
We			We				
He	lives		He	does			

Notes

- We almost always use contractions with *do* and *does* + *not* in speaking and informal writing.
do not → **don't** does not → **doesn't**

- *Do*, *have*, and *go* are irregular with *he*, *she*, and *it*. do → **does** have → **has** go → **goes**

Spelling rules for verbs with *he*, *she*, and *it*

- For most verbs, add *-s* to the base form. work → **works** play → **plays**
- For verbs that end in *-ch*, *-s*, *-sh*, *-x*, or *-z*, add *-es*. teach → **teaches** miss → **misses**
- For verbs that end in a consonant + *-y*, change the *-y* to *-i* and add *-es*. study → **studies** carry → **carries**

>> FOR PRACTICE, GO TO PAGE 126

3 LISTENING

A ▶01-11 Listen to the podcast about commuting. Check the true sentence, according to the podcast.

- ☐ 1. Most people have long commutes.
- ☐ 2. Many people want to commute.
- ☐ 3. Many people think about work during their commutes.



B ▶01-12 Listen again. Complete the sentences. Circle the correct answer.

1. Randall Baxter lives in ____ .
 - a. Kingston
 - b. Woodbury
 - c. New York City
2. Randall's commute takes ____ .
 - a. one minute
 - b. one hour
 - c. more than an hour
3. ____ walks to work.
 - a. Randall Baxter
 - b. Elena Ortiz
 - c. Nobody
4. For many people, the perfect commute is ____ .
 - a. one minute
 - b. fifteen minutes
 - c. forty minutes

LISTENING SKILL Listen for names

You don't need to understand every word. Think about the information you need. While you listen to the podcast, listen for the names of the people and places. This can help you understand.

C **PAIRS** Talk about the people in the listening. Describe their commutes.

Randall Baxter lives far from work. Every morning, he drives for about an hour. Then he...

4 TRY IT YOURSELF

A **MAKE IT PERSONAL** Talk about your commute to work or school.

A: I live close to school, so I have a short commute. It takes ten minutes. I take the bus.

B: I live far from school...

B **TAKE A POLL** How many people have short commutes?

How many have long commutes?

■ I CAN DESCRIBE MY COMMUTE.



LESSON 3

TALK ABOUT WHAT PEOPLE DO AT WORK



SIMON HARRIS

@SimonH

What a long day! Great to meet everyone, but now I need some coffee ...

1 VOCABULARY Work activities



A 01-13 Listen. Then listen and repeat.



cook food



help people



answer phones



travel for work



meet new people



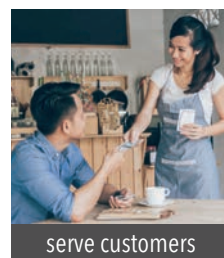
supervise workers



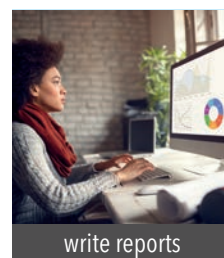
make presentations



order supplies



serve customers



write reports

B Circle the correct phrase.

1. A chef *cooks food* / *travels for work* in a restaurant.
2. Nurses *help people* / *serve customers* every day.
3. Lin is a market researcher. She *orders supplies for* / *writes reports about* products.

C **PAIRS** Talk about jobs you know well. Describe the jobs with the phrases in 1A.

A: How about hotel managers? **B:** They do a lot of things! They supervise workers and...



2 GRAMMAR Simple present, yes / no and wh- questions: Review

Yes / No questions				Short answers					
Do	Subject	Base form of verb		Yes	Subject	do	No	Subject	do not
Do	you	work	at night?	Yes,	I	do.	No,	I	don't.
Does	she				she	does.		she	doesn't.
Wh- questions						Answers			
Wh- word	do / does	Subject	Base form of verb						
What	do	you	do?		I'm a teacher.				
Where		they	work?		In a hotel.				
What	does	she	do	at work?	She serves customers.				
Why		Zac	study	marketing?	Because he likes it.				

>> FOR PRACTICE, GO TO PAGE 127



3 PRONUNCIATION

- A** ▶01-15 Listen. Notice the sound of the -s / -es ending. Then listen and repeat.

/s/	/z/	/ɪz/
works helps	serves travels	supervises teaches

Simple present -s ending

We pronounce the -s / -es ending as an extra syllable /ɪz/ after the sounds /s/, /z/, /ʃ/, /tʃ/, and /dʒ/ (spelled -s, -ce, -x, -z, -sh, -ch, -ge). After other sounds, we say the -s ending as the sound /s/ or /z/ and do not add a syllable.

- B** ▶01-16 Listen. Write each verb in the correct column in 3A. Then listen and repeat.

1. answers 2. writes 3. uses 4. fixes 5. makes 6. drives

- C** **PAIRS** Write three sentences about someone you know. Use three words from 3A or 3B.

4 CONVERSATION



- A** ▶01-17 Listen or watch. Circle all the correct answers. Some questions have more than one answer.

- Simon *travels* / *cooks* / *meets new people* for work.
- Zoey *cooks food* / *helps the chef* / *studies* at work.
- Zoey studies marketing so she can be a *chef* / *market researcher* / *marketing student*.

CONVERSATION SKILL Greet someone

To start a conversation, ask:

- How's it going?
- What's up?
- How are you?

Listen to or watch the video again. Raise your hand when you hear someone greet someone.



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



Simon: What _____ you _____ ?

Zoey: I'm **an assistant chef**. I **help the chef**. And sometimes I **order supplies**.

Simon: _____ you _____ it?

Zoey: _____ .



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

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

a market researcher **write reports** **make presentations**

5 TRY IT YOURSELF

- A** **MAKE IT PERSONAL** Ask your partner about his or her job or the job of someone he or she knows. Use the verbs in 1A or your own verbs.

- B** **WALK AROUND** Ask three other classmates questions about their jobs.

■ I CAN TALK ABOUT WHAT PEOPLE DO AT WORK.

