

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 have you been watching? page 5	- Ways to describe movies or TV shows - Elements of a movie or TV show	- Present perfect continuous: Review and expand <i>What</i> clauses for emphasis <i>By</i> to explain how	- Describe what you've been watching - Summarize the plot of a movie or TV show - Discuss great movies Skill Express degrees of enthusiasm	Listen to a talk about great movies Skill Listen for examples
2 What's your return policy? page 17	- Return policy language - Language for loans	<i>As long as, providing (that), unless</i> - Past unreal conditional - Connectives to express contrast and surprise	- Ask about a return policy - Discuss taking out a loan - Talk about crowdfunding Skill Ask questions for clarification	Listen to a talk about crowdfunding Skill Listen for the introduction and conclusion
3 Have you seen a doctor? page 29	- Flu symptoms - Injuries and treatments	- Giving and asking for advice: Review and expand - Reporting advice: Review and expand <i>Not only...but also</i>	- Describe how you feel and ask for advice - Describe injuries and report advice - Talk about medical research Skill Respond to bad news	Listen to a talk about medical research Skill Listen for topics
4 Are you doing anything special? page 41	- Park rules - Outdoor activities	<i>Be supposed to</i> - Future continuous - Reduced restrictive relative clauses	- Talk about park rules - Talk about outdoor activities - Discuss how to help the environment Skill Maintain a conversation by asking questions	Listen to a talk about how to help the environment Skill Listen for cause and effect
5 What seems to be the problem? page 53	- Technology problems - Technology solutions	- Past perfect continuous <i>Need</i> with gerunds and passive infinitives - Infinitives as subject complements	- Describe technology problems - Talk about technology solutions - Discuss how technology affects us Skill Reassure someone	Listen to a talk about how technology affects us Skill Listen for counterarguments

Pronunciation	Reading	Writing	Presentation
• <i>What</i> clauses	• Read about changes caused by technology Skill Recognize jargon	• Write about a movie or TV show Skill Write a strong topic sentence	• Give a presentation about your favorite kind of movie or TV show Skill Stay calm
• Blend past modals	• Read about the health benefits of giving Skill Identify sources of information	• Write an email to dispute a problem Skill Use polite language in a formal email	• Give a presentation about an interesting crowdfunding project Skill Speak with authority
• Link consonant and vowel sounds	• Read about the pros and cons of an issue Skill Identify pros and cons	• Write a summary Skill Write a good summary	• Give a presentation about an app or innovation that can improve people's health Skill Keep graphics simple
• <i>Supposed to</i>	• Read a travel website Skill Recognize hyperbole	• Write a persuasive argument Skill Introduce opposing arguments	• Give a presentation about a beautiful natural place Skill Give your audience an overview
• Link final consonants to beginning consonants	• Read an article about hacking Skill Identify contrasts	• Write a product review Skill Write relevant subheadings	• Give a presentation about an advance in technology Skill Speak slowly and clearly

Unit	Vocabulary	Grammar	Conversation / Speaking	Listening
6 Where was it made? page 65	- Materials and decorative objects - Musical terms and descriptions	- Simple present and simple past passive: Review - Restrictive and non-restrictive relative clauses: Review and expand <i>You, they, can / can't, could / couldn't</i> for general truths	- Describe a decorative object - Describe music you like - Discuss traditional food Skill Express surprise	Listen to a talk about traditional food Skill Listen for supporting details
7 When do you fly out? page 77	- Air travel terms - Train and car travel terms	- Comparisons with gerund and noun phrases - Past habits with <i>would / used to</i>: Review and expand <i>It</i> + past passive	- Talk about air travel preferences - Talk about travel memories - Discuss past transportation predictions Skill Show strong agreement	Listen to a talk about past transportation predictions Skill Listen for adverbs of degree
8 How have you been? page 89	- Ways of behaving - Self-improvement language	- Modals for past regrets and possibilities <i>Wish</i> and <i>if only</i>: Review and expand - Comparisons between clauses	- Talk about interacting with people - Talk about self-improvement - Discuss your bucket list Skill Acknowledge a mistake	Listen to a talk about bucket lists Skill Listen for explanations
9 Would you mind helping me? page 101	- Elements of the writing process - Employment terms	<i>Would / Do you mind</i> for permission and requests - Modals with the passive <i>Likely</i> and <i>certain</i> + infinitive	- Ask for help and show appreciation - Talk about possible changes at work - Discuss ways to solve problems Skill Express appreciation	Listen to a talk about ways to solve problems Skill Listen for tone and intended audience
10 Has the city changed? page 113	- City features and changes - Verbs for getting around	<i>Do</i> or <i>did</i> for emphasis - Past perfect with adverbial clauses of time: Review and expand - Non-restrictive relative clauses for comments	- Talk about how cities change - Talk about getting around a city - Discuss lost and found items Skill Introduce a popular opinion	Listen to a talk about lost and found items Skill Listen for attitude

GRAMMAR PRACTICE / VOCABULARY PRACTICE	page 125
REFERENCES	page 157
THE WRITING PROCESS	page 163
PRESENTATION SELF-EVALUATION	page 165

Pronunciation	Reading	Writing	Presentation
Pausing and intonation with relative clauses	Read an article supporting a point of view Skill Identify supporting reasons	Write about how to do something Skill Show the sequence of events	Give a presentation about an interesting tradition Skill Vary your intonation
Reduced pronunciation of <i>than</i>	Read about unique transportation systems Skill Identify problems and solutions	Write a thank-you email Skill Choose the right level of formality	Give a presentation about an interesting place Skill Repeat your main ideas
Link vowels within a word	Read about overcoming rejection Skill Notice transitions between paragraphs	Write a narrative Skill Use a variety of verb tenses	Give a presentation about a goal you've achieved Skill Sound conversational
Intonation in lists	Read about finding a job Skill Emphasize ideas	Write a letter of recommendation Skill Use transition words and phrases to add information	Give a presentation about your dream job Skill Ignore distractions
Emphasis of <i>do, does, did</i>	Read about how a city has improved Skill Make inferences	Write about a favorite place Skill Use a range of transition words to show comparison and contrast	Give a presentation about a piece of public art Skill Explain terms that may be new to the audience

Key

 audio

 flashcards

 video

 ActiveTeach

 discussion

 web search

 presentation self-evaluation

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.

Find someone who...

- | | |
|--|---|
| • has received good news this month
_____ | • knows how they would spend \$1 million
_____ |
| • had a hard time getting to class
_____ | • broke a bone when they were a child
_____ |
| • can recommend a funny TV show
_____ | • solved a technology problem this week
_____ |

B Ask for help

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

~~Can you repeat the instructions?~~

How do you pronounce this word?

What's the difference between "advice" and "advise"?

What's the English word for "barato"?

You're saying we should do this for homework?

Could you explain that a bit more?

1

Can you repeat the instructions?

Sure. Practice the conversation with a partner.

OK.

2

Sorry—I still don't get it.

Of course. Let me give you an example.

3

Just to confirm—

That's right.

OK. Thanks.

4

Can I ask you something?

The first word is a noun and the second is a verb.

5

Can you remind me—

Cheap.

Oh, right. Thanks.

6

Repeat after me: Gorgeous.

Gorgeous.

Correct.

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?

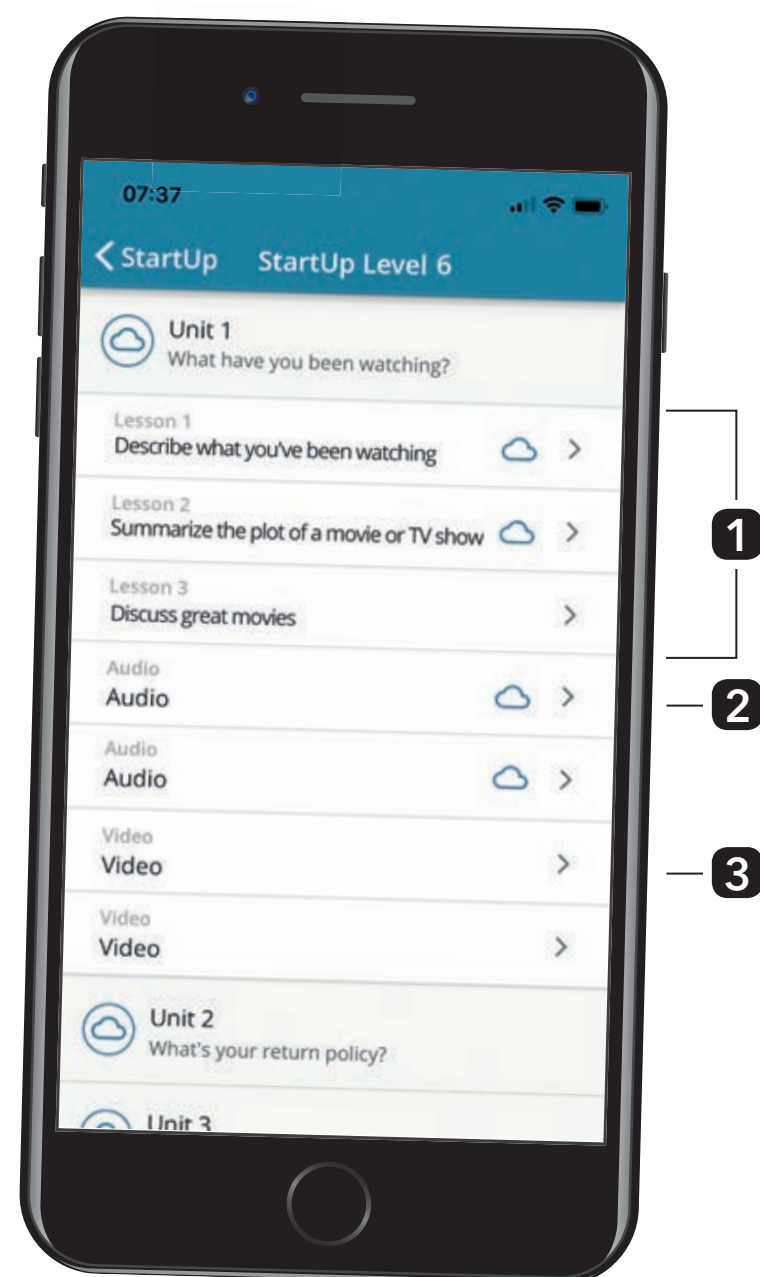


3 LEARN ABOUT YOUR APP

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? _____

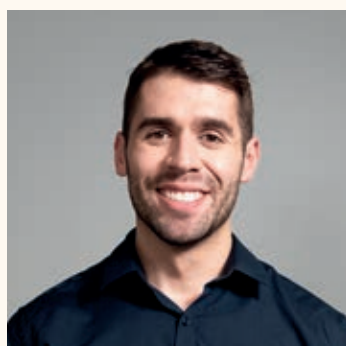




MEET THE PEOPLE OF TSW MEDIA

To find out more,
watch the videos!

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.



OSCAR BLANCO

Sound and video editor



00-02 I'm Oscar Blanco, and I'm a native of Bogota, Colombia. I'm a sound and video editor.



GINA CARK

Human resources specialist



00-05 Hi, there. I'm Gina Cark, and I'm a human resources specialist from New York City.

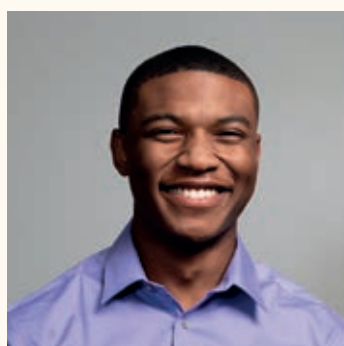


HANA LEE

Marketing and sales rep



00-03 Annyeong haseyo! I'm Hana Lee, and I'm a marketing and sales rep from Seoul, South Korea.

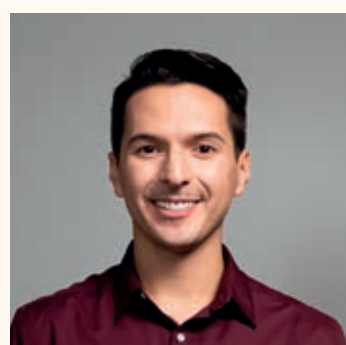


MICHAEL STEWART

Project manager



00-06 Hey, everybody. I'm Michael Stewart, and I'm a project manager in the Toronto office.



PABLO PIÑEDA

Digital artist, animator, and illustrator



00-04 Hi! I'm Pablo Piñeda. I was born in Costa Rica, but I moved to New York City in my teens. Now, I'm a digital artist, animator, and illustrator.



ELENA RUBIO

Market research specialist



00-07 Hello, I'm Elena Rubio. I live in Lima, Peru. I'm a market research specialist for Latin America.

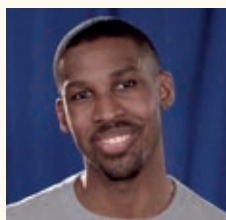
Every year, TSW sponsors a competition for employees to get mentoring and coaching to improve their public speaking skills. Here are three of the winners!



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 HAVE YOU BEEN WATCHING?

LEARNING GOALS

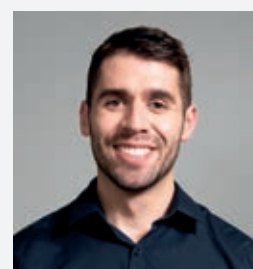
In this unit, you

- 🕒 describe what you've been watching
- 🕒 summarize the plot of a movie or TV show
- 🕒 discuss great movies
- 🕒 read about changes caused by technology
- 🕒 write about a movie or TV show



GET STARTED

- A** Read the unit title and learning goals.
- B** Look at the photo. What's going on?
- C** Now read Oscar's message. How does he feel? Why?



OSCAR BLANCO

@OscarB

Arrived at the hotel last night. Stayed up late watching TV. So tired for my meeting this morning.

LESSON 1

DESCRIBE WHAT YOU'VE BEEN WATCHING



OSCAR BLANCO

@OscarB

I can't stop thinking about my new favorite TV show. How am I going to focus today?

abc

1 VOCABULARY

Ways to describe movies or TV shows

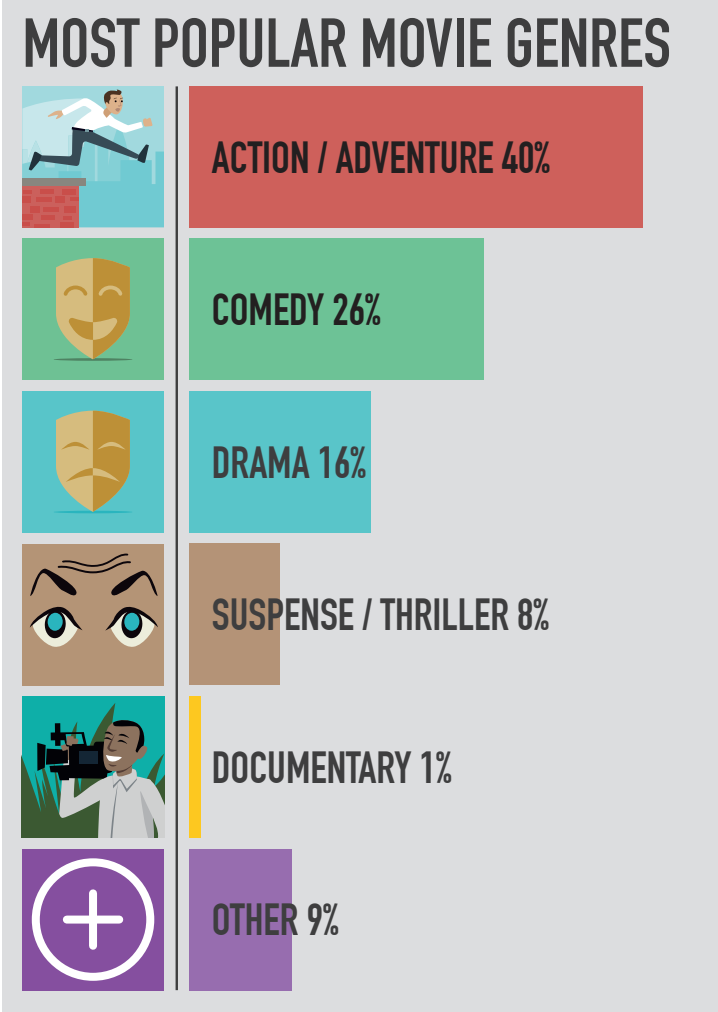
- A

Look at the graph. What's the most popular movie genre? What's the least popular? Are you surprised? Why or why not?
- B

01-01

Listen. Then listen and repeat.

dull: not interesting or exciting
heartbreaking: making you sad
heartwarming: making you happy
hilarious: extremely funny
imaginative: containing new ideas
predictable: happening how you expect
romantic: showing feelings of love
scary: making you afraid
silly: stupid or not sensible
suspenseful: making you nervous about the future
violent: showing actions that hurt or kill people
weird: unusual and strange



- C

Complete the chart with words from 1B.

Always positive	Sometimes positive or negative	Always negative
heartwarming		

- D

PAIRS

Which movie genres in 1A do you like or dislike? Why? Use the words in 1B.
I don't like action and adventure movies because they are always violent and predictable.

2 GRAMMAR

Present perfect continuous: Review and expand

Use the present perfect continuous to describe actions that started in the past and are still continuing. We sometimes use the present perfect continuous with adverbs of time such as *lately* and *recently* to show that something started in the recent past.

Statements						
Subject	Have / has	(Not)	Been	Present participle		Lately / recently
I	have	(not)	been	watching	old movies	lately.
She	has					recently.
Questions						
	Have / has	Subject	Been	Present participle		Lately / recently?
	Have	you	been	watching	anything good	lately?
What	has	he				recently?

>> FOR PRACTICE, GO TO PAGE 125

3 CONVERSATION SKILL

A ▶01-02 Read the conversation skill. Listen. Notice how Speaker B responds with different degrees of enthusiasm.

- 1. Not enthusiastic B: Hmm. I don't know.
- 2. Enthusiastic B: Oh, yeah? What did you see?
- 3. Very enthusiastic B: Wow! That's fantastic!

B ▶01-03 Listen. How enthusiastic is Speaker B? Check (✓) the correct box.

	Not enthusiastic	Enthusiastic	Very enthusiastic
1			
2			
3			

Express degrees of enthusiasm

To show a lot of enthusiasm, use words like *wow* and *great*. Words like *really* and phrases like *oh, yeah* show some enthusiasm, and words like *oh* and *hmm* show less enthusiasm. You can also add more stress and a sharper rise-fall intonation to show more enthusiasm. A flat voice shows a lack of enthusiasm.



4 CONVERSATION



A ▶01-04 Listen or watch. What do Oscar and Hana talk about?



B ▶01-05 Listen or watch again. Complete the chart about Oscar's new favorite show.

Title	Genre	Ways Oscar describes it	Ways Hana describes it



C ▶01-06 **FOCUS ON LANGUAGE** Listen or watch. Complete the conversation.

Do you think Hana will watch *Doctor Who*? Why or why not?



Oscar: Have you _____ anything good lately?Hana: I have. I've been watching some really great old movies.

Oscar: _____ ? Like what?

Hana: You know, the old blockbusters like *Citizen Kane*, *Gone with the Wind*, and *Casablanca*. Last night I saw *Titanic*. What a(n) _____ story!

5 TRY IT YOURSELF

- A** **THINK** Choose a TV series you've been watching. Take notes about the title, genre, and ways to describe it.
- B** **PAIRS** Student A: Tell your partner about what you've been watching. Use your notes from 5A. Student B: Ask questions and respond with degrees of enthusiasm. Use the conversation in 4C as an example.
- C** **REPORT** Tell the class about what your partner has been watching. Have any students been watching the same series?

■ I CAN DESCRIBE WHAT I'VE BEEN WATCHING.



LESSON2

SUMMARIZE THE PLOT OF A MOVIE
OR TV SHOW



1 VOCABULARY

Elements of a movie or TV show

- A** Look at the photo and read the caption.
What information is new to you?



The movie *Titanic* cost **\$200 million** to make. Filming the movie was **more expensive than building the original ship**, which cost **\$7.5 million** in 1912. The movie earned **\$2.18 billion**, making it one of the **most successful** movies in history.



OSCAR BLANCO

@OscarB

Anybody know why the movie *Titanic* was so popular? Am I the only person in the world who has never seen it?

- B** ▶01-07 Listen. Then listen and repeat.

a **narrator**: the person who tells a story

a **plot**: the story that is told in a book, movie, TV show, or play

a **setting**: the place and time a story happens

a **role**: a character in a story

a **scene**: a short part of a movie, TV show, or play

dialog: the conversation between characters in a story

a **soundtrack**: the music that is played during a movie or TV show

a **special effect**: an unusual image or sound that occurs in a movie or TV show

cinematography: the skill or art of movie photography

- C** ▶01-08 Listen. Which movie element is each speaker describing? Use words from 1B.

1. _____ 3. _____ 5. _____
_____ 4. _____ 6. _____

- D PAIRS** Name a movie or TV show for each category. Say why you chose it.

Best Soundtrack	Most Beautiful Cinematography	Scariest Setting
_____	_____	_____
Most Imaginative Plot	Most Romantic Dialog	Most Interesting Special Effects
_____	_____	_____

2 GRAMMAR *What* clauses for emphasis

Start sentences with *what* clauses to emphasize the topic or main point.

<i>What</i> clause	<i>Be</i>	Topic or main point
What I like best	is	the dialog.
What amazes me		
What she didn't love	was	
What impressed them		

Note: The noun or pronoun in the *what* clause can be the subject or object:

Subject: *What **Mary** likes best is the acting.* **Object:** *What amazed **Mary** was the acting.*



>> FOR PRACTICE, GO TO PAGE 126

3 PRONUNCIATION

A ▶ 01-09 Read and listen to the pronunciation note.

B ▶ 01-10 Listen. Notice the pause and main stress in each sentence. Then listen and repeat.

1. What I like best/ is the **soundtrack**.
2. What amazed me/ was the **dialog**.
3. What confused me/ was the **plot**.
4. What impressed me/ was the narrator's **voice**.

C ▶ 01-11 Listen. Place a slash (/) where you hear a pause. Place a large dot over the topic.

1. What I liked best was the food.
2. What impressed Marco was the band.
3. What surprised Nora was the setting.
4. What she didn't like was the music.

D PAIRS Practice the sentences in 3C. Then describe what you liked most or least about a festival, movie, or concert you saw recently.

What I liked most about the movie/ was the acting.

What clauses

There is usually a pause after a *what* clause that begins a sentence. The topic following the *what* clause usually has the main stress. *What I liked best/ was the **plot**.*

4 CONVERSATION



A ▶ 01-12 Listen or watch. What do Hana and Oscar talk about?



B ▶ 01-13 Listen or watch again. Answer the questions.

1. What movie has Oscar never seen before?
2. What does Hana like best about the movie?
3. Why does Hana like the movie's two stars?
4. How do Oscar and Hana summarize the movie?



C ▶ 01-14 **FOCUS ON LANGUAGE** Listen or watch. Complete the conversation.



Do you think Hana did a good job summarizing the movie? Why or why not? Think about the elements in 1B that are important to include when you summarize a movie.

Hana: The _____ of the movie is the *Titanic* in the year 1912, so that part is real. But it's not a documentary—it's a love story.

Oscar: Oh.

Hana: _____ is the main character, Rose. She's played by two different actresses.

Oscar: Really?

Hana: Yep. We first see Rose as an old woman in 1996. She's the _____ of the story and one of the last living survivors of the *Titanic*.

5 TRY IT YOURSELF

A THINK What movie or TV show do you think other people should watch? Why? Take notes about each of the elements of the movie or TV show in the box.

title stars setting plot soundtrack favorite scene what I like best about it

B PAIRS Student A: Summarize the movie or TV show from 5A. Student B: Ask questions to get more information. Use the conversation in 4C as an example.

C TAKE A POLL List the movies and TV shows from 5A. Which are the most popular in the class? Least popular?

■ I CAN SUMMARIZE THE PLOT OF A MOVIE OR TV SHOW.



LESSON3

DISCUSS GREAT MOVIES



OSCAR BLANCO

@OscarB

The first feature-length film was made in 1906. Can you guess how many movies have been made since then?

1 BEFORE YOU LISTEN

A

When was the last time you saw a great movie? What did you like about it?



B

01-15

VOCABULARY

Listen. Then listen and repeat.

- a classic: considered important or high quality, with a value that lasts for a long time
- an emotion: a strong feeling, such as love, hate, or sadness
- an achievement: something difficult that is done successfully
- touch: to affect someone’s emotions, especially for sympathy or sadness
- innovative: using or inventing good new ideas and methods
- a vision: an idea of what you think something should be like
- inspire: to make someone have a particular feeling or act in a certain way
- engage: to make someone stay interested in something



C

Complete the sentences with words from 1B.

1. The movie didn’t _____ me at all. I was bored the whole time.
2. The goal of our nature documentary is to _____ people to love and protect endangered animals.
3. The director used a(n) _____ camera technique to film the movie. It had never been tried before.
4. Filming a movie on Mars would be a big _____ .
5. I tried not to show any _____ , but I was crying by the end of the movie.
6. Movies about people helping other people _____ us deeply and make us all feel more connected.
7. It was a good movie, but I don’t think it’s a(n) _____. Ten years from now, nobody will remember it.
8. The actor didn’t agree with the director’s _____ for his character.

2 GRAMMAR

By to explain how

Use *by* with gerunds to explain how something is done.

Main clause	By	Gerund	
The director created the sounds	by	recording	angry elephants.
By	Gerund		Main clause
By	experimenting	with new techniques,	this team pushed technology to new limits.

Notes

- Do not use a comma before the *by* phrase when it comes after the main clause.
- Use a comma after the *by* phrase when it comes before the main clause.

>> FOR PRACTICE, GO TO PAGE 127



3 LISTENING



A ▶ 01-16 Listen or watch. What is the main idea of the talk?



B ▶ 01-17 Read the Listening Skill. Listen or watch again. Complete the examples for each idea.

Great movies affect our emotions.

1. They don't just move us to tears—they also _____ out loud, and even cause us to jump of our seats in _____.

2. We _____ Rick's pain as he says good-bye.

Great movies are innovative.

3. To film the epic space battles, they built a fleet of miniature _____.

4. They created the sound of spaceships screeching across the universe by recording _____ driving on a wet highway and combining these sounds with the sounds of angry _____.



LISTENING SKILL

Listen for examples

Listen for examples to help you visualize (picture in your mind) a speaker's ideas.



C ▶ 01-18 Listen or watch again. Answer the questions.

1. What difficult decision does Rick have to make in *Casablanca*?

2. What does the audience learn about from watching *Casablanca*?

3. What did George Lucas need to do before he could make *Star Wars*? Why?

4. How did the first audiences respond to *Star Wars*?

D VOCABULARY EXPANSION Read each sentence from the talk. What do the underlined expressions mean?

1. Movies have the power to touch us. They don't just move us to tears—they also make us laugh out loud, and even cause us to jump out of our seats in fear.

2. Working night and day in a warehouse, this talented group of young artists and engineers let their imaginations run wild.

3. Some great movies touch our emotions deeply, and some break new ground technologically.

E PAIRS Compare answers in 3D.

Watch the final scene of *Casablanca*. Did it touch your emotions?



4 DISCUSSION

A THINK Do you agree with the speaker's opinions? What are some other things that make a movie great? Give examples.

B DISCUSS In small groups, share your opinions and examples from 4A.

C EVALUATE Write your opinions from 4B on the board. As a class, vote on the five most important things that make a movie great.

■ I CAN DISCUSS GREAT MOVIES.

