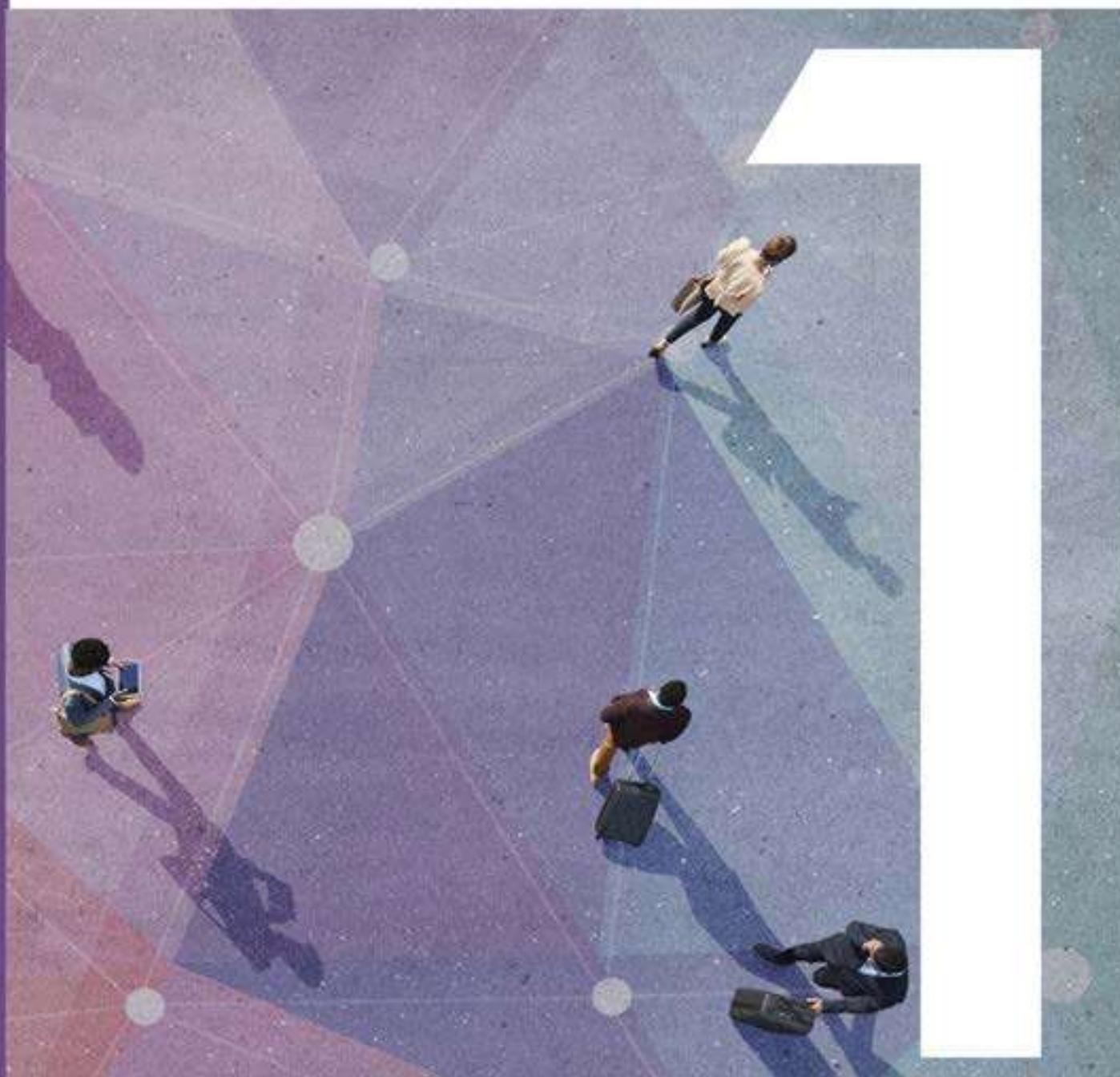


# StartUp

GSE  
AI 22-29

Ken Beatty, Series Consultant

Jenni Currie Santamaria Kathleen Thompson



# LEARNING OBJ

## WELCOME UNIT

page 2

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

Unit	Vocabulary	Grammar	Conversation/ Speaking	Listening
<b>1</b> How's it going? page 5	<ul style="list-style-type: none"> <li>Meet and greet</li> <li>Say hello and goodbye</li> <li>Occupations</li> <li>Things in an office</li> <li>Countries</li> </ul>	<ul style="list-style-type: none"> <li>Statements with <i>be</i></li> <li>Articles <i>a/an</i></li> <li>Regular plural nouns</li> <li><i>Need</i> and <i>have</i></li> </ul>	<ul style="list-style-type: none"> <li>Introduce yourself</li> <li>Introduce others</li> <li>Talk about things in an office</li> </ul> <p><b>Skill</b> Ask someone to repeat a name</p>	<ul style="list-style-type: none"> <li>Listen to an ad about things in an office</li> </ul> <p><b>Skill</b> Listen for main ideas</p>
<b>2</b> Who are they? page 15	<ul style="list-style-type: none"> <li>Family relationships</li> <li>Relationships</li> <li>More family relationships</li> </ul>	<ul style="list-style-type: none"> <li>Possessive adjectives</li> <li>Questions with <i>who</i> and <i>what</i></li> <li>Negative statements with <i>be</i></li> <li><i>Yes/no</i> questions with <i>be</i></li> <li><i>Live</i> and <i>work</i></li> </ul>	<ul style="list-style-type: none"> <li>Identify family members</li> <li>Talk about friends and family</li> <li>Talk about where people live and work</li> </ul> <p><b>Skill</b> Show interest</p>	
<b>3</b> What a beautiful home! page 25	<ul style="list-style-type: none"> <li>Places in the home</li> <li>Places in the neighborhood</li> <li>Things in the kitchen</li> <li>Things in the house</li> </ul>	<ul style="list-style-type: none"> <li>Adjective + noun placement</li> <li>Prepositions of location</li> <li><i>There is/There are</i></li> <li>Questions with <i>where</i> + <i>be</i></li> <li>Prepositions of placement</li> </ul>	<ul style="list-style-type: none"> <li>Describe your home</li> <li>Describe your neighborhood</li> <li>Talk about things in the home</li> </ul> <p><b>Skill</b> Change the topic</p>	<ul style="list-style-type: none"> <li>Listen to phone messages about a house</li> </ul> <p><b>Skill</b> Listen for key words</p>
<b>4</b> Where are you now? page 35	<ul style="list-style-type: none"> <li>The calendar</li> <li>Ways to connect</li> <li>Words for getting around town</li> </ul>	<ul style="list-style-type: none"> <li>Questions with <i>when</i> + <i>be</i></li> <li>Prepositions of time</li> <li>The imperative: Affirmative and negative</li> </ul>	<ul style="list-style-type: none"> <li>Ask about an event</li> <li>Make plans with someone</li> <li>Ask for and give directions</li> <li>Say and repeat the time</li> </ul>	<ul style="list-style-type: none"> <li>Listen to directions to the restaurant</li> </ul> <p><b>Skill</b> Listen to follow directions</p>
<b>5</b> Do I need an umbrella? page 45	<ul style="list-style-type: none"> <li>Weather items</li> <li>Weather and temperature</li> <li>Seasons</li> <li>Things you wear or carry</li> </ul>	<ul style="list-style-type: none"> <li>Regular and irregular plurals</li> </ul>	<ul style="list-style-type: none"> <li>Ask about prices</li> <li>Talk about the weather</li> <li>Talks about what people wear and carry</li> <li>Say and confirm prices</li> </ul> <p><b>Skill</b> Get someone's attention</p>	<ul style="list-style-type: none"> <li>Listen to weather reports</li> </ul> <p><b>Skill</b> Listen for specific information</p>

Pronunciation	Reading	Writing	Media Project	Learning Strategy
<ul style="list-style-type: none"> <li>Stressed words</li> <li>Stressed syllables</li> </ul>	<ul style="list-style-type: none"> <li>Read contact information</li> </ul> <p><b>Skill</b> Skim</p>	<ul style="list-style-type: none"> <li>Write contact information</li> </ul> <p><b>Skill</b> Capitalize proper nouns</p>	<ul style="list-style-type: none"> <li>Make a video about where you work or where you do your homework</li> </ul>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Use sticky notes</li> </ul>
<ul style="list-style-type: none"> <li>The voiced <i>th</i> sound /ð/</li> <li>Linking words together</li> </ul>	<ul style="list-style-type: none"> <li>Read about someone's family</li> </ul> <p><b>Skill</b> Reread</p>	<ul style="list-style-type: none"> <li>Write about your family</li> </ul> <p><b>Skill</b> Form the possessive</p>	<ul style="list-style-type: none"> <li>Describe photos of family and friends</li> </ul>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Learn related words</li> </ul>
<ul style="list-style-type: none"> <li>The vowel /ə/ in unstressed syllables</li> <li>Stress in compound nouns</li> </ul>	<ul style="list-style-type: none"> <li>Read an ad for an apartment for rent</li> </ul> <p><b>Skill</b> Use background information</p>	<ul style="list-style-type: none"> <li>Write an ad for an apartment for rent</li> </ul> <p><b>Skill</b> Write complete sentences</p>	<ul style="list-style-type: none"> <li>Make a video about a room in your home</li> </ul>	<p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Clap your hands</li> </ul>
<ul style="list-style-type: none"> <li>The sound /ə/</li> <li>Stress in numbers</li> </ul>	<ul style="list-style-type: none"> <li>Read about a plan to meet</li> </ul> <p><b>Skill</b> Ask and answer questions</p>	<ul style="list-style-type: none"> <li>Write about a plan to meet</li> </ul> <p><b>Skill</b> Use end of sentence punctuation</p>	<ul style="list-style-type: none"> <li>Describe photos of places and how to get there</li> </ul>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Make translation flashcards</li> </ul>
<ul style="list-style-type: none"> <li>The letter o</li> <li>Plural nouns</li> </ul>	<ul style="list-style-type: none"> <li>Read messages about weather</li> </ul> <p><b>Skill</b> Scan for details</p>	<ul style="list-style-type: none"> <li>Write a message about weather</li> </ul> <p><b>Skill</b> Use capitalization</p>	<ul style="list-style-type: none"> <li>Make a video of your favorite clothes</li> </ul>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Make picture flashcards</li> </ul>

Unit	Vocabulary	Grammar	Conversation/ Speaking	Listening
<b>6</b> What do you like to do? page 55	<ul style="list-style-type: none"> <li>• Types of music</li> <li>• Interests</li> <li>• Free-time activities</li> </ul>	<ul style="list-style-type: none"> <li>• Simple present: Affirmative and negative statements</li> <li>• Simple present: Yes/no questions and short answers</li> <li>• Simple present: Wh- questions and answers</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about music</li> <li>• Talk about interests</li> <li>• Talk about free-time activities</li> </ul> <p><b>Skill</b> Ask someone the same question</p>	
<b>7</b> Are you ready to order? page 65	<ul style="list-style-type: none"> <li>• Food groups</li> <li>• Food and beverages</li> <li>• Restaurant items</li> </ul>	<ul style="list-style-type: none"> <li>• Count / Non-count nouns</li> <li>• <i>Some, any</i></li> <li>• <i>Can</i> and <i>could</i> for requests</li> <li>• <i>Some</i> and <i>any</i> as indefinite pronouns</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about food</li> <li>• Order in a restaurant</li> <li>• Ask for restaurant items</li> </ul> <p><b>Skill</b> Use polite expressions</p>	
<b>8</b> Do you have a reservation? page 75	<ul style="list-style-type: none"> <li>• Personal care items</li> <li>• Places in a hotel</li> <li>• Places in a city</li> </ul>	<ul style="list-style-type: none"> <li>• <i>There is/There are</i></li> <li>• <i>Like, want, need +</i> infinitives</li> <li>• Prepositions of place: <i>At, on, in</i></li> </ul>	<ul style="list-style-type: none"> <li>• Ask for personal care items</li> <li>• Give directions in a building</li> <li>• Talk about where places are located</li> </ul> <p><b>Skill</b> Show understanding</p>	<ul style="list-style-type: none"> <li>• Listen to questions about locations</li> </ul> <p><b>Skill</b> Listen for location words</p>
<b>9</b> Is everything OK? page 85	<ul style="list-style-type: none"> <li>• Describing things</li> <li>• Technology</li> <li>• Daily activities</li> </ul>	<ul style="list-style-type: none"> <li>• Possessive nouns</li> <li>• <i>This/that/these/ those</i></li> <li>• Present continuous: Statements and questions</li> <li>• Adverbs of frequency</li> </ul>	<ul style="list-style-type: none"> <li>• Describe things people own</li> <li>• Talk about what you're doing</li> <li>• Talk about daily activities</li> </ul> <p><b>Skill</b> Ask about a problem</p>	<ul style="list-style-type: none"> <li>• Listen to a podcast about stress</li> </ul> <p><b>Skill</b> Listen for numbering</p>
<b>10</b> How was your weekend? page 95	<ul style="list-style-type: none"> <li>• Describing activities</li> <li>• Weekend activities</li> <li>• Vacation activities</li> </ul>	<ul style="list-style-type: none"> <li>• Simple past with <i>be</i></li> <li>• Simple past: Statements and yes/no questions</li> <li>• Simple past: Wh- questions and irregular verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Describe your weekend</li> <li>• Talk about past activities</li> <li>• Talk about a past vacation</li> </ul> <p><b>Skill</b> Agree with someone</p>	<ul style="list-style-type: none"> <li>• Listen to a radio show about a vacation</li> </ul> <p><b>Skill</b> Make inferences</p>

GRAMMAR PRACTICE ..... page 105

REFERENCES ..... page 131

Pronunciation	Reading	Writing	Media Project	Learning Strategy
<ul style="list-style-type: none"> <li>• Weak pronunciation of <i>do</i></li> <li>• Unstressed words</li> </ul>	<ul style="list-style-type: none"> <li>• Read a member profile</li> </ul> <p><b>Skill</b> Compare and contrast</p>	<ul style="list-style-type: none"> <li>• Write a member profile</li> </ul> <p><b>Skill</b> Write dates</p>	<ul style="list-style-type: none"> <li>• Make a video of a friend or family member doing something interesting</li> </ul>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Use action</li> </ul>
<ul style="list-style-type: none"> <li>• The vowels /i/ and /ɪ/</li> <li>• Dropped syllables</li> </ul>	<ul style="list-style-type: none"> <li>• Read a restaurant review</li> </ul> <p><b>Skill</b> Use context clues</p>	<ul style="list-style-type: none"> <li>• Write a restaurant review</li> </ul> <p><b>Skill</b> Write commas in a list</p>	<ul style="list-style-type: none"> <li>• Make a video of your favorite meal</li> </ul>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Make word webs</li> </ul>
<ul style="list-style-type: none"> <li>• The sound /f/</li> <li>• Main stress</li> </ul>	<ul style="list-style-type: none"> <li>• Read about a hotel</li> </ul> <p><b>Skill</b> Take notes</p>	<ul style="list-style-type: none"> <li>• Write about a hotel</li> </ul> <p><b>Skill</b> Use abbreviations</p>	<ul style="list-style-type: none"> <li>• Describe photos of your neighborhood</li> </ul>	<p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>• Practice the pronunciation</li> </ul>
<ul style="list-style-type: none"> <li>• Moving the main stress</li> <li>• Intonation in questions</li> </ul>	<ul style="list-style-type: none"> <li>• Read about computer problem</li> </ul> <p><b>Skill</b> Make inferences</p>	<ul style="list-style-type: none"> <li>• Write about computer problems</li> </ul> <p><b>Skill</b> Write a list</p>	<ul style="list-style-type: none"> <li>• Describe photos of your friends or family using technology</li> </ul>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Write the rule</li> </ul>
<ul style="list-style-type: none"> <li>• The simple past <i>-ed</i> ending</li> <li>• Blending <i>did you</i></li> </ul>	<ul style="list-style-type: none"> <li>• Read about a vacation</li> </ul> <p><b>Skill</b> Find the main idea</p>	<ul style="list-style-type: none"> <li>• Write about a vacation</li> </ul> <p><b>Skill</b> Use commas</p>	<ul style="list-style-type: none"> <li>• Describe photos of a past weekend or vacation</li> </ul>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Write sentences</li> </ul>

**Key**

 audio
  video
  ActiveTeach

 flashcards
  video/coach
  web search

# WELCOME UNIT

## 1 IN THE CLASSROOM

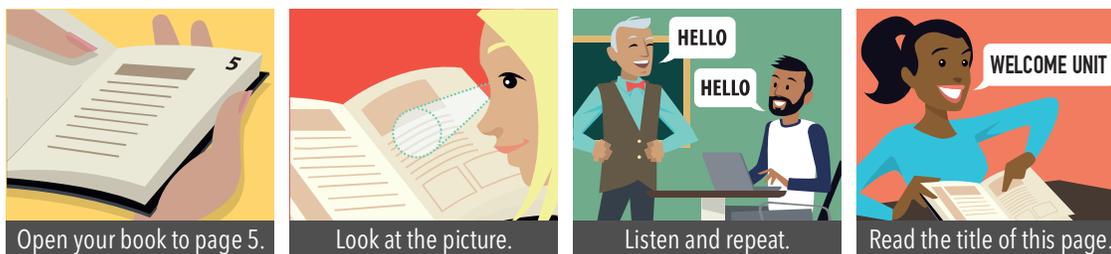
### A Get to know your classmates

Play the Name Game.



### B Classroom language

▶00-01 Listen.



### C Ask for help

▶00-02 Listen.

How do you say that in English?

How do you say that in English?

Desk.

Can you repeat that, please?

Can you repeat that please?

Sure. Desk.

How do you spell that?

How do you spell that?

D-e-s-k.

## 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? \_\_\_\_\_

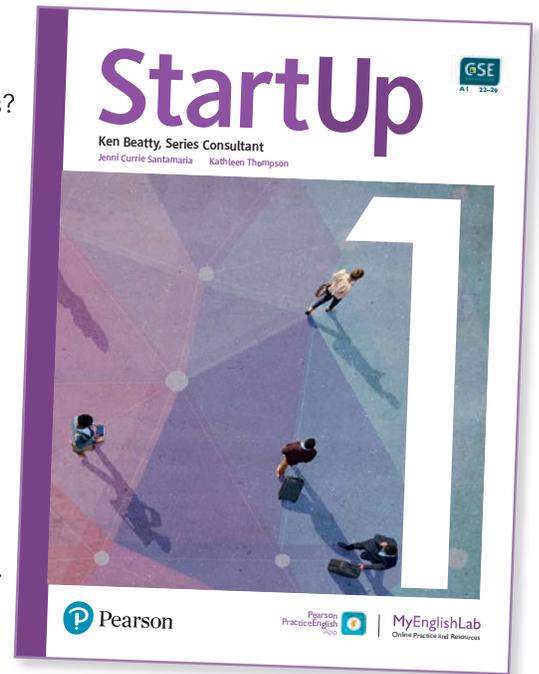
\_\_\_\_\_

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 12. 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 1 shows the practice activities.

b. Number 3 shows the video files.

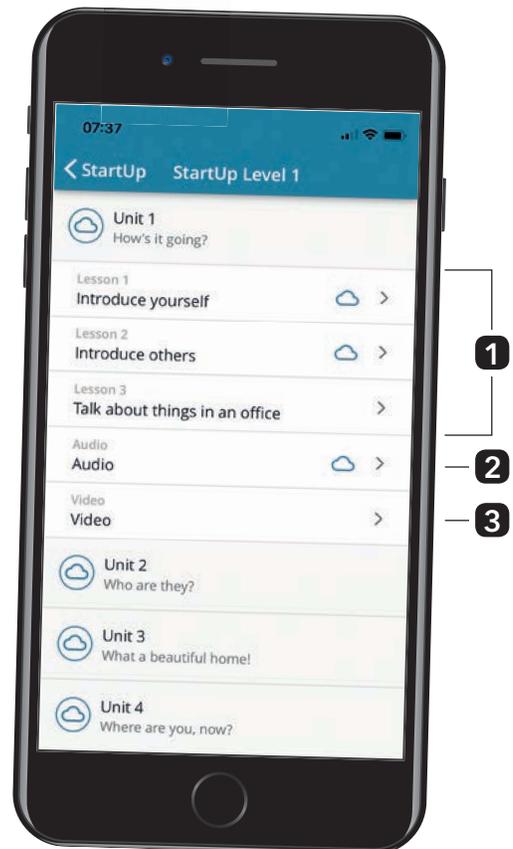
c. Number 2 shows the audio files.

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.



**ESTER SILVA**

Social media manager

 **00-03** Hey there. I'm Ester Silva. I work in the New York office. I'm the social media manager. I love to meet new people.



**PEDRO CAMPOS**

Photographer

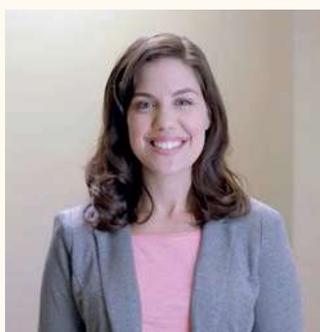
 **00-06** Hey. I'm Pedro Campos. I am a photographer. I work in Mexico City. I always have my camera with me.



**YUSEF SAYED**

Lawyer

 **00-04** Hello. My name is Yusef Sayed. I'm married and I have two children. I'm from Dubai. I'm a lawyer and I travel a lot for work.



**GABY RAMOS**

Accounts manager

 **00-07** Hi! I'm Gaby Ramos. I live and work in Santa Cruz, Bolivia. I'm an accounts manager. I'm married and I love to hike in my free time.



**TINA ADAMS**

Illustrator

 **00-05** Hi there. I'm Tina Adams. I'm new! I just started my job. I work in the New York office. I'm an illustrator.



**DAN LU**

Graphic designer

 **00-08** Hello. My name is Dan Lu. I'm a graphic designer. I work in the Beijing office. I'm married and I have a new baby.

# 1

## HOW'S IT GOING?

### LEARNING GOALS

In this unit, you

- 🕒 introduce yourself
- 🕒 introduce others
- 🕒 talk about things in an office
- 🕒 read and write contact information



### GET STARTED

- Read the unit title and learning goals.
- Look at the photo. What do you see?
- Now read Tina's message. Why is she happy?



TINA ADAMS

@TinaA

I'm so happy! I have a new job!

# LESSON 1

# INTRODUCE YOURSELF



TINA ADAMS

@TinaA

There are so many new people here.

## 1 VOCABULARY Meet and greet

▶01-01 Listen. Then listen and repeat.

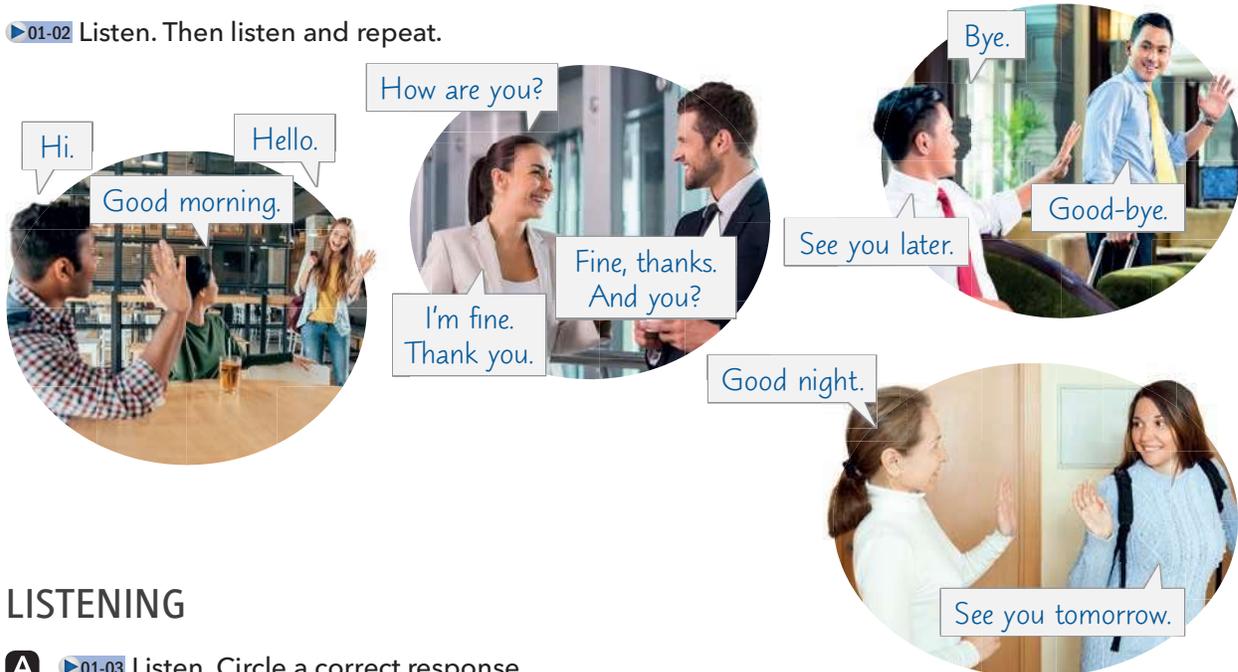


### Handshaking

Shake hands with people when you first meet.

## 2 VOCABULARY Say hello and good-bye

▶01-02 Listen. Then listen and repeat.



## 3 LISTENING

**A** ▶01-03 Listen. Circle a correct response.

- a. Nice to meet you.  
 b. I'm fine, thank you.
- a. Hi.  
b. Fine, thanks. And you?
- a. Nice to meet you.  
b. See you later.
- a. See you tomorrow.  
b. Nice to meet you, too.
- a. Good-bye.  
b. Hello!
- a. See you tomorrow!  
b. I'm fine. Thank you.

**B** ▶01-03 Listen again and say a different response.



## 4 PRONUNCIATION

**A** ▶01-04 Listen. Notice the stressed words. Then listen and repeat.

Good m<sup>o</sup>rning. Nic<sup>e</sup> to m<sup>e</sup>et you. Wh<sup>a</sup>t's your n<sup>a</sup>me?

**B** ▶01-05 Listen. Circle the sentence with the correct stress.

Then listen again and repeat.

- a. Thank you.
- b. Thank y<sup>o</sup>u.

- a. H<sup>o</sup>w are you?
- b. How ar<sup>e</sup> you?

- a. Fine, thanks. And you?
- b. Fine, thanks. And y<sup>o</sup>u?

- a. G<sup>o</sup>od night.
- b. Good n<sup>i</sup>ght.

- a. S<sup>e</sup>e you l<sup>a</sup>ter.
- b. See y<sup>o</sup>u later.

- a. Wh<sup>a</sup>t's your n<sup>a</sup>me ag<sup>a</sup>in?
- b. Wh<sup>a</sup>t's y<sup>o</sup>ur n<sup>a</sup>me ag<sup>a</sup>in?

**C** PAIRS Check your answers.

### Stressed words

We stress the important words in a sentence. Stressed words are strong and clear.

## 5 CONVERSATION



**A** ▶01-06 Listen or watch. Number the sentences in the order you hear them.

- \_\_\_ How are you?
- \_\_\_ Nice to meet you.
- 1 Hello.
- \_\_\_ I'm sorry. What's your last name again?
- \_\_\_ Hi. I'm Tina Adams.
- \_\_\_ I'm fine.



**B** ▶01-07 Read the Conversation Skill. Listen or watch. Complete the conversation.



Ester: \_\_\_\_\_. I'm Ester Silva.

Tina: \_\_\_\_\_! I'm Tina Adams.  
Nice to meet you.

Ester: I'm \_\_\_\_\_. What's your last name again?

Tina: Adams.

Ester: Oh, OK. Adams. It's nice to meet you, too!

### CONVERSATION SKILL

#### Ask someone to repeat a name

To ask someone to repeat a name, say, *I'm sorry. What's your name again?*

Listen or watch the conversation in 5A. Raise your hand when you hear someone ask to repeat a name.

*I'm = I am*

**C** ▶01-08 Listen and repeat. Then practice with a partner.

## 6 TRY IT YOURSELF

**A** MAKE IT PERSONAL Practice the conversation again. Use your own information.

**B** WALK AROUND Greet your classmates. Remember, you can ask your classmates to repeat their names.



I CAN INTRODUCE MYSELF.

# LESSON 2

# INTRODUCE OTHERS



TINA ADAMS

@TinaA

I like my new neighbor.



## 1 VOCABULARY Occupations

**A** ▶ 01-09 Listen. Then listen and repeat.



**B** Label the pictures. Use words from 1A.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

an architect \_\_\_\_\_

**C TAKE A POLL** Which occupation is the most interesting? The most difficult?  
Which occupation pays the most?



## 2 GRAMMAR Statements with *be*; Articles *a / an*

Statements with <i>be</i>		Contractions	Articles		
Subject	<i>Be</i>		<i>A</i>	<i>An</i>	
I	<b>am</b>	a doctor.	I'm	a student	an accountant
You	<b>are</b>		You're	a teacher	an engineer
He She	<b>is</b>		He's She's	a programmer	an illustrator
We	<b>are</b>	doctors.	We're	<b>Notes</b> <ul style="list-style-type: none"> <li>• Use <i>a</i> before nouns that start with a consonant sound.</li> <li>• Use <i>an</i> before nouns that start with a vowel sound.</li> </ul>	
You			You're		
They			They're		
<b>Note:</b> Use contractions in speaking and informal writing.					

>> FOR PRACTICE, GO TO PAGE 105



### 3 PRONUNCIATION

**A** ▶01-11 Listen. Notice the stressed syllable in each word. Then listen and repeat.

stū·dēt    ăr·chī·tēct    ăc·cōun·tānt    İL·lūs·trā·tōr

**B** ▶01-12 Listen. Underline the stressed syllable. Then listen and repeat.

- 1. doc-tor                      3. den-tist                      5. en-gi-neer
- 2. sci-en-tist                    4. man-a-ger                    6. pro-gram-mer

**C** **PAIRS** Student A, say a word from 3B. Student B, point to the picture in 1A that matches the word.

#### Stressed syllables

Words are made up of syllables: tea-cher. One syllable in a word is stressed: teā-cher. The stressed syllable is strong and clear.

### 4 CONVERSATION



**A** ▶01-13 Listen or watch. Circle the correct answer.

1. Cole greets Tina with \_\_\_\_
  - a. "Good morning."
  - b. "Hi."
  - c. "Hello."
2. Cole shows Tina \_\_\_\_
  - a. the building.
  - b. the kitchen.
  - c. the office.
3. Ester says, \_\_\_\_
  - a. "Thank you, Tina!"
  - b. "Tina is a new illustrator."
  - c. "Tina and I are old friends!"



**B** ▶01-14 Listen or watch. Complete the conversation.



Cole: Tina, this is Ester. She's a social media \_\_\_\_\_.  
And Ester, this is Tina. She's \_\_\_\_\_.

Tina: Hi, Ester. Nice to meet you.

Ester: Hi, Tina. Nice to meet you, too.

**C** ▶01-15 Listen and repeat. Then practice with two partners.

### 5 TRY IT YOURSELF

**A** **MAKE IT PERSONAL** In groups of three, Student A, introduces Student B to Student C. Use your own names and occupations.  
*Lee, this is Carlos. He's an accountant. Carlos, this is Lee. He's a programmer.*

**B** **WALK AROUND** Introduce your group to other classmates.



I CAN INTRODUCE OTHERS.

# LESSON 3

# TALK ABOUT THINGS IN AN OFFICE



TINA ADAMS

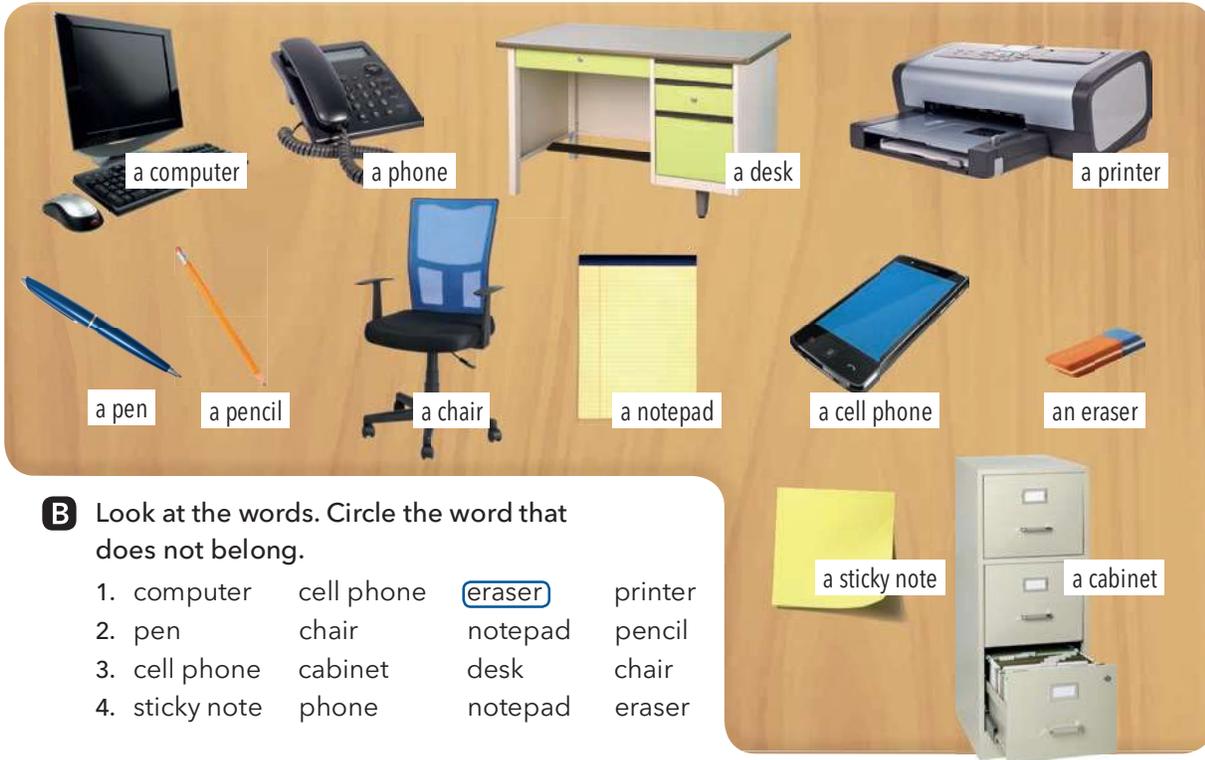
@TinaA

I need a lot of office supplies.



## 1 VOCABULARY Things in an office

**A** ▶ 01-16 Listen. Then listen and repeat.



**B** Look at the words. Circle the word that does not belong.

- computer    cell phone    eraser    printer
- pen    chair    notepad    pencil
- cell phone    cabinet    desk    chair
- sticky note    phone    notepad    eraser

**C PAIRS** Look around your classroom. Write a list of all the things in 1A that you see. Then compare your lists.



## 2 GRAMMAR Regular plural nouns; *Need* and *have*

Regular plural nouns			<i>Need, have</i>		
Singular	Plural	Notes	Subject	<i>Need, have</i>	Noun
a phone an eraser	phones erasers	• Add <b>-s</b> to most regular nouns.	I		a pen. notepads.
a box a class	boxes classes		You We They	<b>need</b> <b>have</b>	
a dictionary a company	dictionaries companies	• Add <b>-es</b> to regular nouns that end in <b>s, x, z, ch,</b> or <b>sh</b> .	He She	<b>needs</b> <b>has</b>	
a shelf a life	shelves lives		• Change the <b>y</b> to <b>i</b> and add <b>-es</b> to nouns that end in a consonant + <b>-y</b> .	Notes	
		• Change <b>f</b> and <b>fe</b> to <b>v</b> and add <b>-es</b> to nouns that end in <b>-fe</b> or <b>-f</b> .	<ul style="list-style-type: none"> <li>• Add <b>-s</b> to the base form of the verb for <i>he, she,</i> and <i>it</i>.</li> <li>• <i>Have</i> is irregular. For <i>he, she,</i> and <i>it,</i> use <i>has</i>.</li> </ul>		



>> FOR PRACTICE, GO TO PAGE 106

### 3 LISTENING

**LISTENING SKILL** Listen for main ideas

The first time you listen, don't try to understand every detail. Focus on the main idea.

- A** ▶01-18 Read the Listening Skill. Then listen.  
What is the main idea?

EVERYTHING  OFFICE		
Technology	Furniture	Office Supplies
 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
 <input type="checkbox"/>		 <input type="checkbox"/>

- B** ▶01-18 Listen again. Check (✓) the items you hear.
- C** **GROUPS** Close your books. What does Everything Office have? Make a list.  
*They have computers, printers ...*

### 4 TRY IT YOURSELF

- A** **TAKE A POLL** Talk to three classmates. What do they have?  
What do they need?

	Need	Have
a pencil		✓ ✓ ✓
a cell phone		
a pen		
a notepad		
an eraser		
a computer		
a dictionary		

- B** **CLASS** Report to the class.  
*Three people have pencils ...*

■ I CAN TALK ABOUT THINGS IN AN OFFICE.



# LESSON 4

# READ CONTACT INFORMATION



**TINA ADAMS**  
@TinaA  
What is Ester's last name?



## 1 VOCABULARY Countries

▶01-19 Listen. Then listen and repeat.

## 2 BEFORE YOU READ

Read the Reading Skill. Skim the information in the office directory. What is the purpose of the directory? It gives \_\_\_\_.

- a. information about your family
- b. information about yourself
- c. technology information



## 3 READ

**A** ▶01-20 Listen. Read the contact information. What information do they have? Check (✓) all the correct answers.

- |                               |  |                                    |  |
|-------------------------------|--|------------------------------------|--|
| <input type="checkbox"/> name | <input type="checkbox"/> email address | <input type="checkbox"/> job title | <input type="checkbox"/> office location |
| <input type="checkbox"/> age  | <input type="checkbox"/> home address  | <input type="checkbox"/> language  | <input type="checkbox"/> phone number    |

### READING SKILL Skim

Skim means you read quickly to get the general or main idea. Don't read every word.

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**B** ▶01-20 Listen again. How do we say "." and "@" in email addresses? Find

**C** Tina's, Ester's, and Pedro's offices on the map.

Who works in the same office? \_\_\_\_\_

## 4 MAKE IT PERSONAL

Find out about job titles. Research jobs and what they are called. 

**A** Where do you keep your contact information? What information do you have for each contact?

**B PAIRS** Compare answers.

■ I CAN READ CONTACT INFORMATION.

## 1 FOCUS ON WRITING

- A** Read the Writing Skill.
- B** Read the directory on page 12 again.
  1. Circle the capital letters at the beginnings of the proper nouns.
  2. What are some kinds of proper nouns? Give examples.

### WRITING SKILL Capitalize proper nouns

A proper noun is a specific person, place, or thing. Capitalize the first letter of a proper noun.

*My friend Tina Adams works in New York at TSW Media.*

## 2 PLAN YOUR WRITING

Imagine that you work for TSW Media. Think about a job you want to do. Then think about a city and country to live in.

## 3 WRITE

Write contact information for yourself. Include your name, job title, and the city and country where you work. Also include an email address, using this format "firstname.lastname@TSWmedia.com." Be sure to capitalize any proper nouns. Use the contact information on page 12 as models.

---



---



---

email

---

office location

---

phone

---

## 4 REVISE YOUR WRITING

- A PAIRS** Read your partner's contact information. Complete the chart.

Did your partner ...?	Yes	No
include name, job, city, country, and email address		
write the email address correctly		
capitalize proper nouns		

- B PAIRS** Can you improve your partner's contact information? Make suggestions. Then revise your writing.

## 5 PROOFREAD

Read your contact information again. Check your spelling, punctuation, and capitalization.

# PUT IT TOGETHER

## 1 MEDIA PROJECT



**A** ▶01-21 Listen or watch. Answer the questions.

1. What is Fumi's job?

\_\_\_\_\_

2. Where is her office?

\_\_\_\_\_

3. What is on her desk?

\_\_\_\_\_

**B** Make your own video.

**Step 1** Choose a place where you work or where you do your homework.

**Step 2** Make a 30-second video. Introduce yourself. Talk about the place you work or study. Talk about the office items you have there.

**Step 3** Share your video. Answer questions and get feedback.



## 2 LEARNING STRATEGY

### USE STICKY NOTES

On sticky notes, write new vocabulary words. Put the notes on the items. Look at the notes and say the words.

Review the office vocabulary words in the unit. Make sticky notes for five things.



## 3 REFLECT AND PLAN

**A** Look back through the unit. Check the things you learned. Highlight the things you need to learn.

### Speaking objectives

- Introduce myself
- Introduce others
- Talk about things in an office

### Grammar

- Statements with *be*
- Articles *a/an*
- Regular plural nouns
- Need, have*

### Vocabulary

- Meet and greet
- Say hello and good-bye
- Occupations
- Things in an office
- Countries

### Reading

- Skim

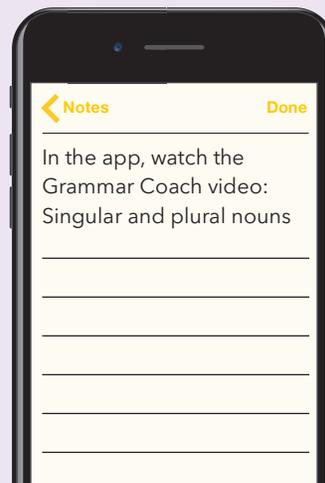
### Writing

- Capitalize proper nouns

### Pronunciation

- Stressed words
- Stressed syllables

**B** What will you do to learn the things you highlighted? For example, use your App, review your Student Book, or do other practice. Make a plan.



# 2

## WHO ARE THEY?

### LEARNING GOALS

In this unit, you

- ① identify family members
- ② talk about friends and family
- ③ talk about where people live and work
- ④ read and write about families



### GET STARTED

- A** Read the unit title and learning goals.
- B** Look at the photo of a family. What do you see?
- C** Now read Ester's message. What does she have on her phone?



**ESTER SILVA**

@EsterS

I have lots of family photos on my phone!

# LESSON 1

# IDENTIFY FAMILY MEMBERS



ESTER SILVA

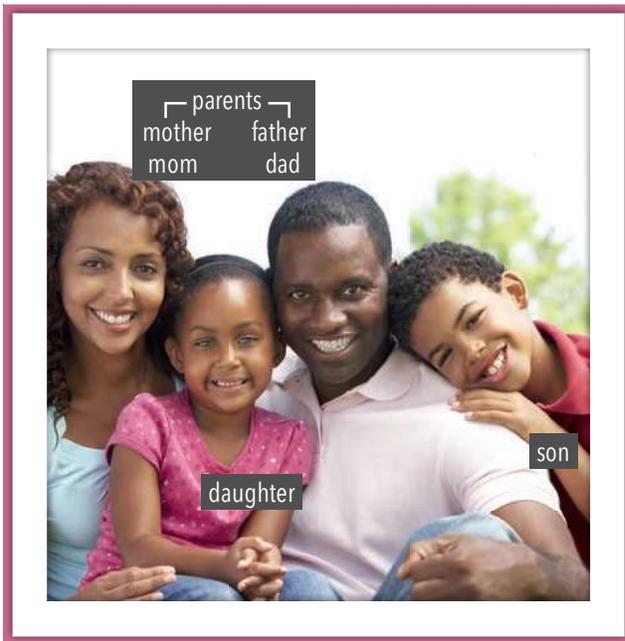
@EsterS

My friend Pedro is here today.



## 1 VOCABULARY Family relationships

**A** ▶ 02-01 Listen. Then listen and repeat.



**B** Look at the words in 1A. Complete the chart. Write family words in the correct column.

Male ♂	Female ♀	Male + Female ♂♀
father		

**C PAIRS** Show some family pictures. Say who they are.



## 2 GRAMMAR Possessive adjectives; Questions with *who* and *what*

Possessive adjective	Noun		Questions with <i>who</i> and <i>what</i>
My			<i>Who is = Who's</i>
Your			<i>What is = What's</i>
His	family	is happy.	<b>A: Who's that?</b>
Her			<b>B: That's my brother.</b>
Our	friends	are nice.	<b>A: What's his name?</b>
Your			<b>B: His name is Cole.</b>
Their			

**Notes**

- Use *its* for one thing.  
*TSW Media is a big company. Its offices are in New York.*
- Use *their* for more than one thing. *Those companies are great. Their workers are nice.*

>> FOR PRACTICE, GO TO PAGE 107