

# Welcome to English Firsthand Success



## FIND SOMEONE WHO...

### LANGUAGE MODEL

Do you **like** pop music?



Yes, I **love** it. / No, not **really**.

Do you **like** animals?



Yes, I **love** them. / No, not **really**.

**1** **Read the questions.** Stand up. Ask the questions to your classmates. Do they say *yes* or *no*?  
Yes = Write the name. No = Ask a different question. Use 1 name only 1 time.

### DO YOU LIKE... POP MUSIC?

1. I love it. \_\_\_\_\_

### DO YOU LIKE... ANIMALS?

2. I love them. \_\_\_\_\_

### DO YOU LIKE... TO READ?

3. I love it. \_\_\_\_\_

### DO YOU LIKE... FRUIT?

4. I love it. \_\_\_\_\_

### DO YOU LIKE... ENGLISH SONGS?

5. I love them. \_\_\_\_\_

### DO YOU LIKE... TO PLAY SPORTS?

6. I love them. \_\_\_\_\_

### DO YOU LIKE... CLASSICAL MUSIC?

7. I love it. \_\_\_\_\_

### DO YOU LIKE... FASHION?

8. I love it. \_\_\_\_\_

### DO YOU LIKE... COMEDIES?

9. I love them. \_\_\_\_\_

### DO YOU LIKE... ENGLISH?

10. I love it. \_\_\_\_\_

**2** **Find a partner.** Tell about your classmates.

**Examples:** *That's* \_\_\_\_\_ *She likes...*

*That's* \_\_\_\_\_ *He likes...*

## THINK ABOUT YOUR LEARNING

1

### THINK TIME

**Think about your learning.** Why are you taking this class? Check (✓) your reasons.

- Learning English is fun.
- I want to prepare for a test.
- I want to make friends.
- I need it for my job (now or in the future).
- I have to take this class.
- Someone (my parents, the school, my boss, etc.) says I should.
- I want to understand other cultures and people.
- I want to travel.
- I want to get into another school, class, etc.
- I want to understand English movies, songs, etc.
- Foreign language study is part of a good education.
- There's no special reason. I'm just taking it.
- Other reasons:

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2

**What is the most important reason?** Circle it.

Now explain your reasons to a partner.

Are your reasons and your partner's the same?

Check (✓) your answer.

- exactly the same
- mostly different
- almost the same
- all different



**1** Do you try to improve your English? Check (✓) the things you do.

## *In class, I...*



- try to give long answers and extra information.
- ask questions.
- speak only English during class activities.
- other ideas:



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## *Outside of class, I...*



- do extra practice or homework.
- read easy English books or magazines.
- practice English with my friends.
- listen to or sing English songs and think about the meaning.
- write to a "key pal" (an internet pen pal).
- keep a journal in English.
- try to learn and remember new English words.
- try to remember English names for things while shopping, riding the train, etc.
- talk to myself in English. Look for chances to use English.
- review the lesson before the next class.
- use online videos and activities.
- other ideas:



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**2** Which things should you do more often? Circle them.  
Choose something you will do more often.

What is it? \_\_\_\_\_

When will you do it? \_\_\_\_\_









# What's your name?



## VOCABULARY BUILDING

## Hobbies and Interests

1

1-1 **TARGET WORDS**

Listen. Point to the pictures.

### FREE-TIME ACTIVITIES



playing sports



watching movies



reading



dancing



shopping

### MUSIC



rock



hip-hop



classical



pop



jazz

### FAVORITE FOODS



fast food



home-cooked food



organic food



spicy food



sweets

2

### CONNECT

Listen again. Say the words.

EXTRA

### PARTNER CONVERSATION

Practice with a partner. Say the words. Partner, touch the pictures quickly.



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Extra learning activities at

[pearsonelt.com/englishfirsthand](http://pearsonelt.com/englishfirsthand)



### 1

1-2 - 1-5

#### LISTENING FOR GENERAL INFORMATION: QUESTIONS

Listen. What do they ask? Check (✓) your answers.

1-2

1.



- When were you born?
- Where are you from?

1-3

2.



- What kind of music do you like?
- Do you like rock music?

1-4

3.



- What's interesting about you?
- What's something interesting about you?

1-5

4.



- What's your last name?
- Your last name is Hays, right?

### 2

#### LISTENING FOR SPECIFIC INFORMATION: PERSONAL INFORMATION

Listen again. How do they answer? Check (✓) them.

- |                                   |                                  |                                      |                                  |
|-----------------------------------|----------------------------------|--------------------------------------|----------------------------------|
| 1. <input type="checkbox"/> Miami | 2. <input type="checkbox"/> rock | 3. <input type="checkbox"/> an actor | 4. <input type="checkbox"/> Hays |
| <input type="checkbox"/> Seattle  | <input type="checkbox"/> jazz    | <input type="checkbox"/> a writer    | <input type="checkbox"/> Haze    |

### 3

1-6

#### ABOUT YOU

Listen. First write the questions. Then answer the questions about yourself.

1. Where are \_\_\_\_\_ ? \_\_\_\_\_ .
2. What's your favorite \_\_\_\_\_ ? \_\_\_\_\_ .
3. What kind of \_\_\_\_\_ do you like? \_\_\_\_\_ .
4. What do you \_\_\_\_\_ in your free time? \_\_\_\_\_ .

Ask your partner the questions.





1

1-7 **SET UP** Listen. Two people meet on a bus.



- Go ahead
- Have a seat



- (your hometown)
- (your favorite town / city)



- (your hometown)
- (your favorite town / city)
- wonderful
- great
- favorite place
- parents' home



- favorite place
- parents' home
- Small world!
- No kidding?

2

### PRACTICE

Practice the conversation with a partner. Use the blue, orange, and green words.

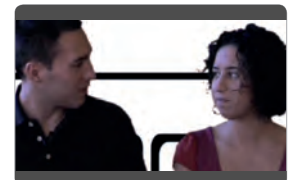
EXTRA

#### 2-MINUTE CONVERSATION TASK

- Close your book.
- Make your own conversation.
- Use your own ideas.

#### CONVERSATION MODEL

Talking to a stranger



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## 1

### PREPARE

**Grammar Target** → *Wh-* questions and answers  
Practice the grammar for the Communicate activity. Write the missing words. Then listen to check.

W_ _ _ is your name?	▶ _ ' _ Taylor.
W_ _ _ _ are you from?	▶ I'm f_ _ _ San Francisco.
W_ _ _ ' _ your favorite food?	▶ I l_ _ _ pizza.
W_ _ _ is something interesting about you?	▶ I h_ _ _ two cats.

How do you spell *(that)*?



## 2

### COMMUNICATE

#### • THINK TIME

Read the questions. Write your answers in the **GREEN** boxes.

1. **Name:** *What's your name?*

2. **Birthday:** *When is your birthday?*

3. **Hometown:** *Where are you from?*

4. **Favorite food:** *What's your favorite food?*

5. **Favorite musician / kind of music:**  
*Who's your favorite musician? What kind of music do you like?*

6. **Favorite sport:** *What's your favorite sport?*

7. **Free-time activity:** *What do you do in your free time?*

8. **A dislike:** *What is something you don't like? It can be a food, a school class, or anything else.*

9. **Something interesting:** *What is something interesting or special about you?*

10. **Likes English?:** *Do you like English?*

#### • TALK TO B

Ask **B** the questions. Write **B's** answers in the **BLUE** boxes.

#### • OUTCOME

Which of **B's** answers was the most interesting?

#### EXTRA

#### CHALLENGE

Join another pair. Introduce **B**.  
*This is... He's / She's from... He / She likes...*



## 1

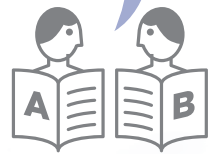
### PREPARE

**Grammar Target** → *Wh-* questions and answers

Practice the grammar for the **Communicate** activity. Write the missing words. Then listen to check.

W_ _ _ is your name?	▶	_ ' _ Taylor.
W_ _ _ _ are you from?	▶	I'm f_ _ _ San Francisco.
W_ _ _ ' _ your favorite food?	▶	I l_ _ _ pizza.
W_ _ _ is something interesting about you?	▶	I h_ _ _ two cats.

How do you spell *(that)*?



## 2

### COMMUNICATE

#### • THINK TIME

Read the questions. Write your answers in the **BLUE** boxes.

1. **Name:** *What's your name?*

2. **Birthday:** *When is your birthday?*

3. **Hometown:** *Where are you from?*

4. **Favorite food:** *What's your favorite food?*

5. **Favorite musician / kind of music:**  
*Who's your favorite musician? What kind of music do you like?*

6. **Favorite sport:** *What's your favorite sport?*

7. **Free-time activity:** *What do you do in your free time?*

8. **A dislike:** *What is something you don't like? It can be a food, a school class, or anything else.*

9. **Something interesting:** *What is something interesting or special about you?*

10. **Likes English?:** *Do you like English?*

#### • TALK TO A

Ask **A** the questions. Write **A's** answers in the **GREEN** box.

#### • OUTCOME

Which of **A's** answers was the most interesting?

#### EXTRA

#### CHALLENGE

Join another pair. Introduce **A**.  
*This is... He's / She's from... He / She likes...*



## 1 GRAMMAR MODEL → Simple present: Wh- and yes / no questions

Wh- questions	Answers	Yes / No questions	Answers
Question word + <i>do / does</i> + subject + base verb + ... ?	Subject + simple present verb + ...	<i>Do / Does</i> + subject + base verb + ... ?	Subject + <i>do / does (not)</i> + ...
What do you do in your free time?	I watch movies.	Do you watch movies in your free time?	Yes, I do. / No, I don't.
What does David do in his free time?	He reads books.	Does David read comics in his free time?	Yes, he does. / No, he doesn't.
Question word + present tense of <i>be</i> + subject + ... ?	Subject + present tense of <i>be</i> + ...	Present tense of <i>be</i> + subject + ... ?	Subject + present tense of <i>be (not)</i> + ...
Where are you from?	I am from China.	Are you from China?	Yes, I am. / No, I am not.
Where is Man-yi from?	She is from China.	Is Man-yi from China?	Yes, she is. / No, she is not.

## 2 GRAMMAR CHECK: GETTING TO KNOW YOU (9 points)

Complete the questions. Use the chart above.

I do not = I don't  
 He does not = He doesn't  
 I am not = I'm not  
 She is not = She isn't

What is = What's

1. What's your name?
2. \_\_\_\_\_ she from Canada?
3. \_\_\_\_\_ are you from?
4. What \_\_\_\_\_ you do after class?
5. \_\_\_\_\_ is your birthday?
6. \_\_\_\_\_ Mohammed from Turkey?
7. \_\_\_\_\_ his favorite food?
8. \_\_\_\_\_ Man-yi like to do in her free time?
9. \_\_\_\_\_ they like English?
10. \_\_\_\_\_ you do in your free time?

## 3 VOCABULARY CHECK: FREE-TIME ACTIVITIES (6 points)

Write the words. There is 1 extra.

free time homework movies music pop spicy sports playing

1. A: Hey, Emma. What do you do in your free time?  
 B: I watch a lot of \_\_\_\_\_.
2. A: Do you like \_\_\_\_\_?  
 B: Yeah, I listen to \_\_\_\_\_ music.
3. A: What about \_\_\_\_\_?  
 B: I like \_\_\_\_\_ them.
4. A: Anything else?  
 B: Well, I'm a student, so I do \_\_\_\_\_ in my free time, too.

YOUR SCORE:

/15

EXTRA

### PARTNER CONVERSATION

Work with a partner. Choose 5 questions from Step 2. Make a conversation.





### 1

1-9

#### PRONUNCIATION MODEL: SYLLABLE STRESS

Listen. Notice the syllable stress. Then repeat out loud.

- |                                   |   |                        |
|-----------------------------------|---|------------------------|
| Hi. How's it going? I'm Emma.     | ▶ | Nice to meet you.      |
| Can I interview you?              | ▶ | Sure.                  |
| What's your favorite food?        | ▶ | Chicken, I guess.      |
| What kind of food don't you like? | ▶ | Hm, bananas.           |
| What do you do in your free time? | ▶ | I like playing sports. |

### 2

#### PREPARE

**THINK TIME** Plan your interview. Write questions.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

#### IDEA BOX

- \* computer games
- \* the internet / sites
- \* movies / music
- \* reading / books / comics
- \* sports
- \* friends
- \* food / lifestyle
- \* coffee shops
- \* (your idea) \_\_\_\_\_

### 3

#### COMMUNICATE

**Stand up.** Interview someone. Check (✓) a box. Move. Interview someone else. Then do it again.

- |  |  |
|--|--|
| <input type="checkbox"/> 1st interview | <input type="checkbox"/> 3rd interview |
| <input type="checkbox"/> 2nd interview | <input type="checkbox"/> 4th interview |

What does that mean?

#### HOW DID I DO?

- |  |   |       |
|--|---|-------|
|  |   |       |
| • I asked a lot of questions.          | 1 | 2 3 4 |
| • I used some new words.               | 1 | 2 3 4 |
| • I successfully interviewed 4 people. | 1 | 2 3 4 |

Fill out the Group Work chart on page 108.

#### EXTRA

#### FINISHED?

- **Keep Going**  
Interview more people.



## 1 MY NAME

Read about Betty, Mohammed, and Amy. Complete the sentences. Use the words from the box. There are 2 extra.

different	<del>family</del>	male	jobs	three
China	horses	name	fifty	first



This is Betty Chang. *Chang* (or *Zhang*) is probably the most common **1** family name in the world. There are 100 million (100,000,000) people called *Chang* in **2** \_\_\_\_\_.



This is Mohammed Yilmaz. *Mohammed* is a very common **3** \_\_\_\_\_ or given name. It's popular around the world. *Mohammed* is only a **4** \_\_\_\_\_ name. It means "praised." It has many **5** \_\_\_\_\_ spellings, for example *M-o-h-a-m-e-d* and *M-u-h-a-m-a-d*.



This is Amy Smith. *Smith* is the most common last name in the US. There are **6** \_\_\_\_\_ million Smiths in the US. Many names were based on **7** \_\_\_\_\_. A "smith" was a person who put metal shoes on **8** \_\_\_\_\_.

1-10 Listen and check your answers.

## 2 THINK ABOUT THE STORY

Answer the questions about the story.

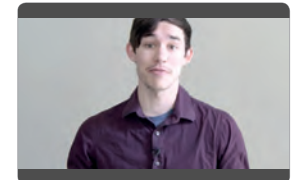
1. What does the name *Mohammed* mean? \_\_\_\_\_
2. Which name is the name of a job? \_\_\_\_\_
3. Does your name have a special meaning? What is it? \_\_\_\_\_

## 3 YOUR STORY

What are the most common names in your country or in your family? What do they mean? Think about it. Write about it. Present your ideas.

### PRESENTATION MODEL

How to talk about your name



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EXTRA Try the *Extra Listening for Unit 1, page 113.*



UNIT 2 I love fashion!



VOCABULARY BUILDING

Clothing

1

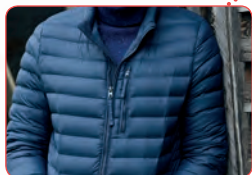
2-1 TARGET WORDS

Listen. Point to the pictures.

CLOTHING ITEMS



pants



coat



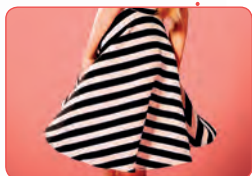
shirt



belt



shoes



skirt

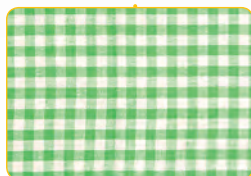


jacket



scarf

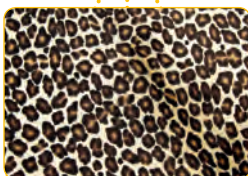
PATTERNS



checked



flowered



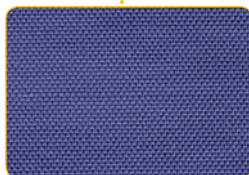
animal print



plaid



polka-dot



solid



striped

2

CONNECT

Listen again. Say the words.

EXTRA

PARTNER CONVERSATION

Practice with a partner. Say the words. Partner, touch the pictures quickly.



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### 1

#### LISTENING FOR GENERAL UNDERSTANDING: CLOTHES

Listen. Which do they choose? Check (✓) your answers.

2-2



2-3



2-4



2-5



### 2

#### LISTENING FOR SPECIFIC INFORMATION: COLORS AND PATTERNS

Listen again. What words do you hear? Circle all the words you hear.

- yellow   solid   plaid   brown   black   flowered
- blue   brown   striped   solid   red   checked
- striped   checked   green   white   polka-dot   pink
- white   black   plaid   striped   gray   animal print

### 3

#### ABOUT YOU

Listen. First write the questions. Then answer the questions about yourself.

1. What are you \_\_\_\_\_ ? \_\_\_\_\_
2. What does your \_\_\_\_\_ look like? \_\_\_\_\_
3. What do your \_\_\_\_\_ look like? \_\_\_\_\_
4. What kinds of \_\_\_\_\_ do you dislike? \_\_\_\_\_

Ask your partner the questions.



### 1

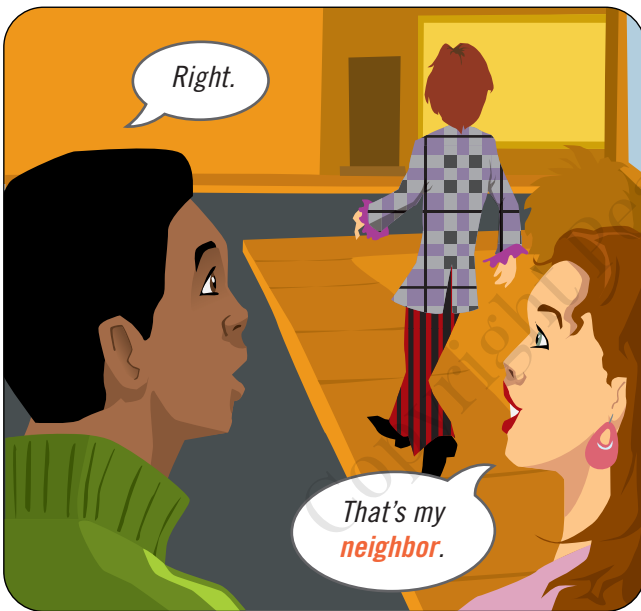
2-7 **SET UP** Listen. Two friends are talking about fashion.



- woman
- flowered
- striped



- orange
- red
- yellow blouse
- checked scarf



- friend
- teacher



- she
- her
- very cool
- awesome

### 2

#### PRACTICE

Practice the conversation with a partner. Use the blue, orange, and green words.

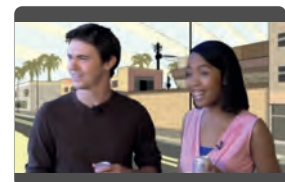
EXTRA

#### 2-MINUTE CONVERSATION TASK

- Close your book.
- Make your own conversation.
- Use your own ideas.

#### CONVERSATION MODEL

Describing clothes



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### 1

2-8 **PREPARE**

**Grammar Target** → Descriptive adjectives

Practice the grammar for the Communicate activity. Write the missing words. Then listen to check.

What's Kayla's shirt like?	▶ It's a plaid, long-s_____ shirt.
Is she wearing a s_____ ?	▶ No, she's wearing b_____ pants
Is William wearing _____ k or _____ e shoes?	▶ They're _____.
What else is he wearing?	▶ Solid w_____ pants and a b_____ belt.

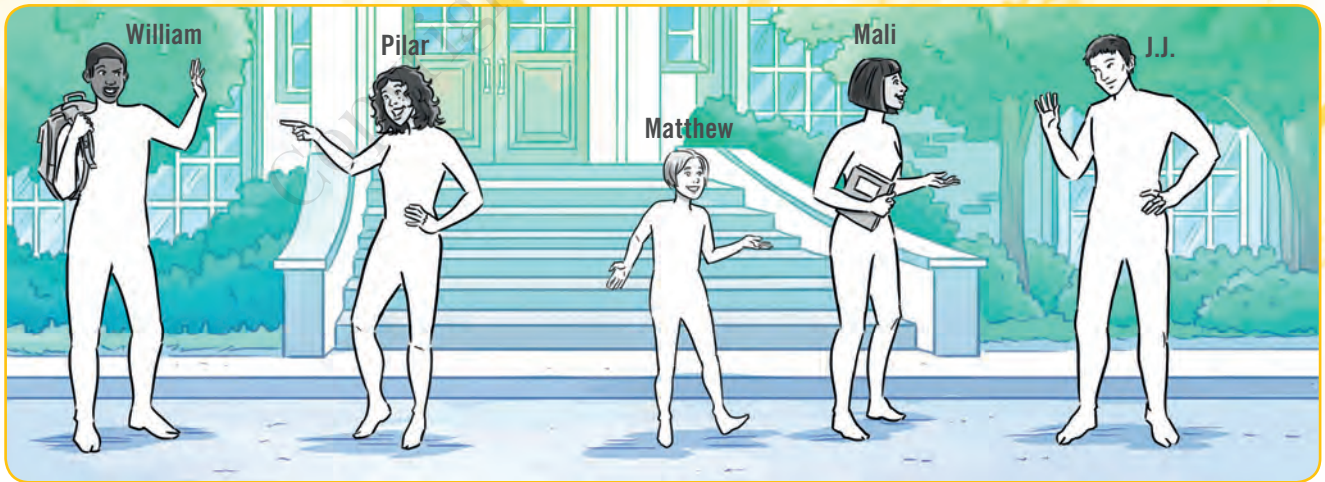
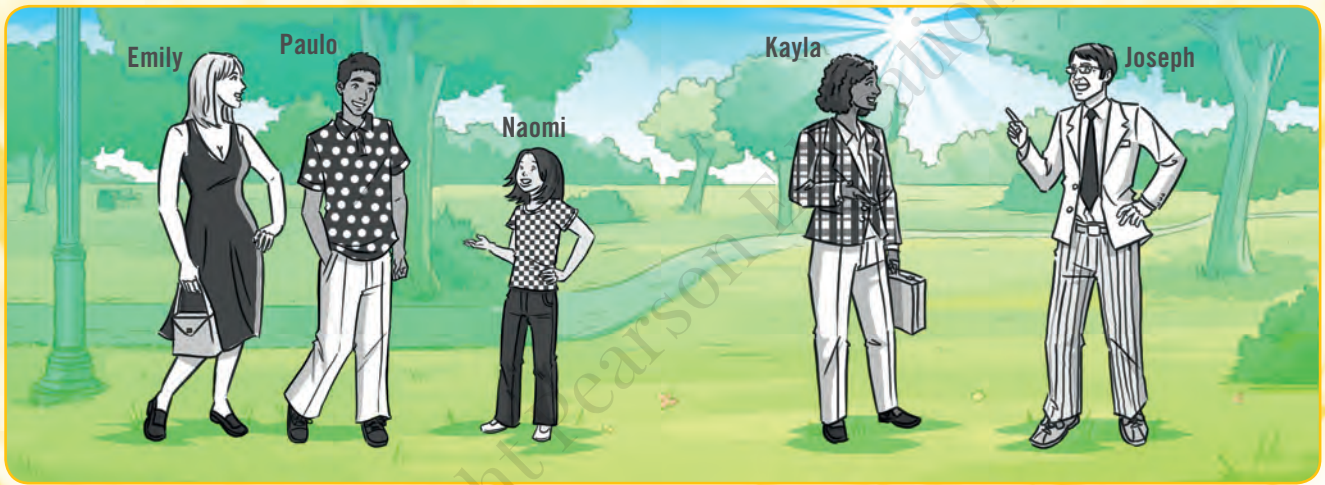
### 2

**COMMUNICATE**

• **THINK TIME**

Look at the top picture. Write some clothing words next to each person. If you have colored pencils, color the clothes in the top picture.

Excuse me?  
Pardon?



• **TALK TO B**

Tell B about the clothes in the top picture. B will draw them. Then ask B about the clothes in the bottom picture. Draw them.

• **OUTCOME**

Look at B's page. Were your drawings correct?

- yes
- a few mistakes
- almost correct
- many mistakes

EXTRA

**CHALLENGE**

Close your book. Tell B about your favorite clothes. B will draw them. *My favorite shirt is... It's... It has...*





### 1

#### PREPARE

**Grammar Target** → Descriptive adjectives

Practice the grammar for the Communicate activity. Write the missing words. Then listen to check.

What's Kayla's shirt like?	▶ It's a plaid, long-s_____ shirt.
Is she wearing a s_____?	▶ No, she's wearing b_____ pants
Is William wearing _____ k or _____ e shoes?	▶ They're _____.
What else is he wearing?	▶ Solid w_____ pants and a b_____ belt.

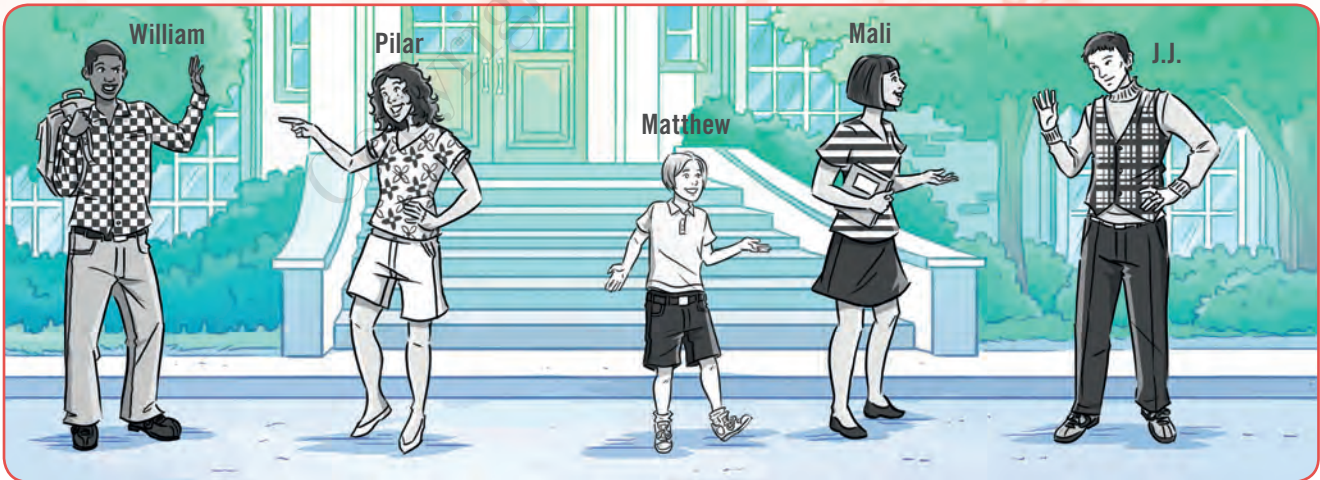
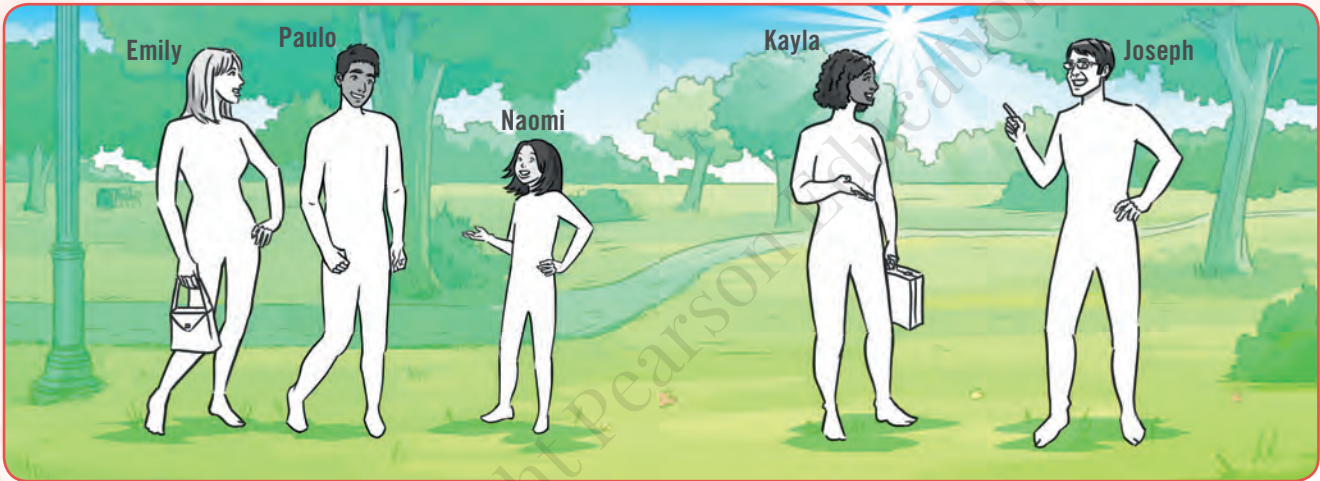
### 2

#### COMMUNICATE

##### • THINK TIME

Look at the bottom picture. Write some clothing words next to each person. If you have colored pencils, color the clothes in the bottom picture.

Excuse me?  
Pardon?



##### • TALK TO A

Ask A about the clothes in the top picture. Draw them. Then tell A about the clothes in the bottom picture. A will draw them.

##### • OUTCOME

- Look at A's page. Were your drawings correct?
- yes
  - a few mistakes
  - almost correct
  - many mistakes

#### EXTRA

##### CHALLENGE

Close your book. Tell A about your favorite clothes. A will draw them. *My favorite shirt is... It's... It has...*



### 1 GRAMMAR MODEL → Adjective order

Subject + verb + article + <b>adjective</b> + noun					
She's wearing	a	<b>plaid</b>	shirt.		
	an	<b>orange</b>	sweater.		
Subject + <b>be</b> + <b>adjective</b>					
His jacket	<b>is</b>	<b>green.</b>			
Her pants	<b>are</b>	<b>striped.</b>			
Subject + verb + article + <b>2 or more adjectives</b> + noun					
size / color / pattern / material					
She's wearing a	<b>long</b>	<b>black and white</b>	<b>polka-dot</b>	<b>cotton</b>	skirt.
	<b>short</b>	<b>red and blue</b>	<b>striped</b>	<b>denim</b>	skirt.



### 2 GRAMMAR CHECK: WHAT ARE THEY WEARING? (10 points)

Unscramble the words to make sentences. Use the chart above.

- (She's wearing / red / scarf / a / long) She's wearing a long red scarf
- (His / is / denim / jacket / blue) \_\_\_\_\_
- (She's / wearing / skirt / a / striped / cotton) \_\_\_\_\_
- (My / is / wool / green / sweater) \_\_\_\_\_
- (She's wearing / brown / a / big / leather / belt) \_\_\_\_\_
- (His / are / leather / shoes / black) \_\_\_\_\_
- (He's wearing / tie / red and black / a / polka-dot) \_\_\_\_\_
- (She's wearing / short / a / white / skirt / leather) \_\_\_\_\_
- (She's wearing / orange / wool / a / coat / long) \_\_\_\_\_
- (Her / is / purple / wool / hat) \_\_\_\_\_
- (He's wearing / striped / a / cotton / shirt / red and white) \_\_\_\_\_

### 3 VOCABULARY CHECK: CLOTHES PATTERNS (5 points)

Write the pattern on the line.

-  a flowered skirt
-  a \_\_\_\_\_ sweater
-  a \_\_\_\_\_ scarf
-  a \_\_\_\_\_ jacket
-  \_\_\_\_\_ pants
-  a \_\_\_\_\_ tie

YOUR SCORE:  / 15

**EXTRA**

**PARTNER CONVERSATION**  
Look around the room.  
Describe someone's clothes.





## 1

### PRONUNCIATION MODEL: WORD STRESS

**Listen.** Repeat silently. Notice the word stress. Then repeat out loud.

I like **pink** and **black**.  
 My favorite **shirt** is **black** with **thick pink stripes**.  
 It **really** looks **good** on me.  
 I **also** like **black jeans**.  
 I go **shopping** about **once** a **month**.  
 I **want** to go **shopping** **every week**.  
**How** about **you**?

## 2

### PREPARE

**THINK TIME** 💡 Plan how to talk about clothes you like. Make notes.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### IDEA BOX

- \* colorful / dark
- \* pretty / cool
- \* normal / unusual
- \* looks good / doesn't look good on me
- \* cotton / wool
- \* cheap / expensive

## 3

### COMMUNICATE

**Stand up.** Make 2 lines.

Face your partner. Talk about the clothes you like. Use your notes.

Partner, *shadow* (repeat the key words).

Your teacher will check the time.

Round 1: 120 seconds.

Round 2: 90 seconds.

Round 3: 75 seconds.

Change partners in lines like this:



Pardon?

### HOW DID I DO?

- Talking about clothes got easier each time.
- I used new words for clothes and design.
- I was successful in talking about clothes I like.

	☹️	😊	
1	2	3	4
1	2	3	4
1	2	3	4

Fill out the Group Work chart on page 108.

### EXTRA

### FINISHED?

- **Once More**  
Talk with more partners.



## 1 FASHION

Read about Dustin, Mari, and Arisa. Complete the sentences. Use the words from the box. There are 2 extra.

leather  
dress

buttons  
belt

long  
~~solid~~

white  
blue

pink  
glasses



This is Dustin. I like to wear simple, comfortable clothes. Here I'm wearing jeans and a ① solid black T-shirt. The ② \_\_\_\_\_ for my jeans is white and made of ③ \_\_\_\_\_. Looks relaxing, doesn't it? That's my style!



This is Mari. I love to dress up. In this picture I am wearing a blue and white ④ \_\_\_\_\_, like my favorite anime character. I also have a little white and ⑤ \_\_\_\_\_ hat with a yellow ribbon. I love the ⑥ \_\_\_\_\_ on my dress! What do you think?



This is Arisa. I really like the color navy. Here I'm wearing a patterned white blouse and a knee-length navy skirt. But the most important thing for me is having accessories — cool ⑦ \_\_\_\_\_ and shiny bracelets. I really like my ⑧ \_\_\_\_\_ purse. Can you guess who gave it to me?



2-10 Listen and check your answers.

## 2 THINK ABOUT THE STORY

Answer the questions about the story.

1. What two words describe Dustin's style of clothes? \_\_\_\_\_
2. What do you think about Mari's style? \_\_\_\_\_
3. Is jewelry important to you? Why or why not? \_\_\_\_\_

## 3 YOUR STORY

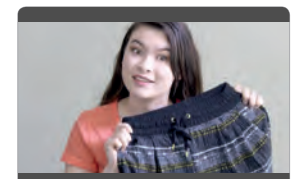
What do you like to wear?

What is your favorite fashion at the moment?

Think about it. Write about it. Present your ideas.

### PRESENTATION MODEL

How to talk about fashion



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EXTRA

Try the *Extra Listening for Unit 2, page 114.*

Check your progress. Go to *Assessment for Learning for Units 1 + 2, page 131.*