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## English Firsthand 1 5th Edition

Published by

#### Pearson Education South Asia Pte Ltd

9 North Buona Vista Drive #13-01 The Metropolis Tower One

Singapore 138588

email: asia.elt@pearson.com

www.pearson.sg and Associated Companies throughout the world

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This book was developed for Pearson Education by Lateral Communications Ltd., USA.

First published 2018

Produced by Pearson Education South Asia Pte Ltd SWTC/01

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#### ISBN 9789813130227

English Firsthand Access Fifth Edition 9789813130203 English Firsthand Success Fifth Edition 9789813130210 English Firsthand Level 1 Fifth Edition 9789813130227 English Firsthand Level 2 Fifth Edition 9789813130234

# TABLE OF CONTENTS

	Scope and Sequence	4
	Welcome to the English Firsthand Series	6
UNIT 0	Welcome to English Firsthand 1	8
UNIT 1	It's nice to meet you.	12
UNIT 2	Who are they talking about?	20
UNIT 3	When do you start?	28
UNIT 4	Where does this go?	36
UNIT 5	How do I get there?	44
UNIT 6	What happened?	52
UNIT 7	I'd love that job.	60
UNIT 8	What's playing?	68
UNIT 9	What are you going to do?	76
UNIT 10	How much is this?	84
UNIT 11	How do you make it?	92
UNIT <b>12</b>	Listen to the music.	100
	My Assessment Summary	108
	Group Work Cards	109
	Extra Listening Exercises	113
	Grammar Explanations	125
	Assessment for Learning Activities	131

# SCOPE AND SEQUENCE

	SPEAKING/ Interaction	LISTENING	READING/ Writing	VOCABULARY	GRAMMAR	PRESENTATION/ Pronunciation
UNIT 1 It's nice to meet you. Introductions and personal information Pages 12–19	Introduce yourself to a partner     Exchange personal information	Understand conversations about interests and hobbies     Respond to questions about your interests and hobbies	<ul> <li>Read personal introductions, read about styles of self- introductions</li> <li>Write a self- introduction including personal information and goals</li> </ul>	Use words and expressions to describe yourself, your interests, and your hobbies	Use simple present verbs correctly to exchange personal information	<ul> <li>Introduce yourself to a group and talk about your personal interests and goals</li> <li>Lengthen vowel sounds correctly</li> </ul>
UNIT 2 Who are they talking about?  Descriptions of people and families  Pages 20–27	<ul> <li>Describe people in a picture</li> <li>Exchange information about descriptions in order to identify someone</li> <li>Describe people in your family</li> </ul>	Understand     descriptions of     appearance and     physical characteristics     Respond to questions     about descriptions     of people	Read about extended families      Write a description of your family, including personal characteristics	Use words and expressions to describe someone's age, physical appearance, and personality	Distinguish between simple present with be and have	Introduce the members of your family and share information about them     Stress key syllables
UNIT 3 When do you start?  Schedules and routines Pages 28–35	<ul> <li>Make plans with someone</li> <li>Ask and answer questions about schedules</li> <li>Compare habits and routines with a partner</li> </ul>	<ul> <li>Understand conversations about personal routines and schedules</li> <li>Respond to questions about your daily activities</li> </ul>	Read about someone's daily schedule     Write about your own schedule and explain what is special about it	Use words and expressions to talk about everyday routines, work activities, and entertainment	Use present tense and adverbs of frequency to talk about daily routines	Describe your personal schedule and daily activities     Use sentence stress correctly
UNIT 4 Where does this go? Locations Pages 36–43	<ul> <li>Describe where things are in a room</li> <li>Ask and answer questions about where things are</li> <li>Compare where things are in a room</li> </ul>	Understand questions and statements about where things are in a room     Respond to directions for placing items	Read about someone's room      Write about your own room, including locations of items	Use words and expressions to describe location, furniture, and household items	Use prepositions with there is and there are in descriptions of places	Talk about the items in your room     Use word stress correctly
UNIT 5 How do I get there? Giving directions Pages 44-51	<ul> <li>Ask for and give directions to a place</li> <li>Identify places in your community</li> </ul>	<ul> <li>Understand directions to a place</li> <li>Follow directions to reach a destination</li> </ul>	<ul> <li>Read an invitation and directions to a party</li> <li>Write an invitation to a special event, including specific directions</li> </ul>	Use words and expressions for specifying places and giving directions	• Use prepositions (to, at, from, on, in) with directions	<ul> <li>Give an invitation to a special event</li> <li>Use pauses when giving directions</li> </ul>
UNIT 6 What happened?  Past experiences Pages 52–59	<ul> <li>Ask about past events</li> <li>Talk about things you did at different times in the past</li> </ul>	Listen and understand information about a past event     Respond to questions about past events	Read about a trip someone took  Write about a trip you took, including several events	Use precise words and expressions to talk about past experiences and life events	Use simple past tense consistently when describing completed actions	Describe a special place you visited     Show a contrast between stressed and unstressed words

	SPEAKING/ Interaction	LISTENING	READING/ Writing	VOCABULARY	GRAMMAR	PRESENTATION/ Pronunciation
UNIT 7 I'd love that job.  Jobs and skills Pages 60–67	<ul> <li>Ask and answer questions about jobs and job skills</li> <li>Talk about jobs you would like or would not like, and give reasons</li> </ul>	Listen and understand why someone wants a certain job     Listen and understand what skills someone needs for a job	<ul> <li>Read about a person's special hobby and dream for the future</li> <li>Write about your hobbies and how they might help you in the future</li> </ul>	Use words to specify jobs and skills needed for jobs	Use simple present to ask and answer questions about jobs, skills, and reasons for wanting a job	<ul> <li>Share your interests and hobbies</li> <li>Use intonation to indicate question types</li> </ul>
UNIT 8 What's playing?  Entertainment and opinions Pages 68–75	<ul> <li>Discuss your opinions</li> <li>Make plans with a partner</li> <li>Talk about entertainment options</li> </ul>	Listen for plans, times, and opinions     Respond to questions eliciting your opinions	Read about an exciting place     Write about a place you like to go	• Use words and expressions for talking about entertainment and sharing opinions	Use verb combinations in factual statements and invitations	<ul> <li>Describe a special place</li> <li>Use rhythm to link sounds and increase fluency</li> </ul>
UNIT 9 What are you going to do? Future plans and activities Pages 76–83	<ul> <li>Ask and answer questions about future plans and activities</li> <li>Discuss goals</li> </ul>	Understand conversations about future plans and actions     Respond to questions about your future plans	Read about someone's future plans     Plan a future adventure trip and describe your activities	Use words and expressions for expressing future plans and goals	Express certainty and uncertainty about future events	Share your plans for a future trip     Use contractions and reductions to improve fluency
UNIT 10 How much is this? Shopping Pages 84–91	Ask and answer questions about shopping     Negotiate prices	Understand conversations about shopping and prices     Respond to questions related to prices, and buying and selling things	Read about how someone saves money     Write about how you save money and convince others	• Use words and expressions for shopping and buying things	Use comparatives and intensifiers to describe preferences	Talk about how you save money when shopping  Use intonation in conversation to express emotion
UNIT 11 How do you make it? Giving instructions Pages 92–99	<ul> <li>Give steps in instructions</li> <li>Teach someone a skill</li> </ul>	Understand instructions     Follow complex instructions involving several steps	Read about someone's passion     Explain the steps in a process	Use words and expressions for giving instructions and sequencing actions	Use imperatives to give instructions; use past tense to describe completed processes	<ul> <li>Share something you are passionate about and describe the process of doing it</li> <li>Use pauses in sequences of actions to connect with the listeners</li> </ul>
UNIT 12 Listen to the music.  Expressing opinions Pages 100, 107	Listen and give opinions     Express your thoughts about music	<ul> <li>Understand conversations about opinions</li> <li>Respond to questions asking for your opinions</li> </ul>	Read about a new trend  Write about something that is popular in your country	Use words and expressions for giving opinions and showing levels of intensity	Distinguish between past and present tenses when giving opinions	Describe a trend in your country     Articulate consonant sounds in words to improve comprehensibility

Pages 100-107

## WELCOME TO THE ENGLISH FIRSTHAND SERIES

# We learn English by using English

#### Welcome to English Firsthand 1.

# We believe that students learn best by using English as they learn it.

For this reason, there are a lot of interactive and personalized tasks in *English Firsthand*, with a lot of learner support. *English Firsthand* is designed to build learner success and confidence. We want each student to feel that English is his or her own language, a language to use for personal expression.

English Firsthand 1 provides 40–60 hours of class work. Additional learning resources are provided, including audio, video, workbook, and e-learning resources at the English Firsthand website:

www.pearsonelt.com/englishfirsthand

#### **UNIT OVERVIEW**

#### VOCABULARY BUILDING

- Presents target vocabulary
- Activates learner knowledge

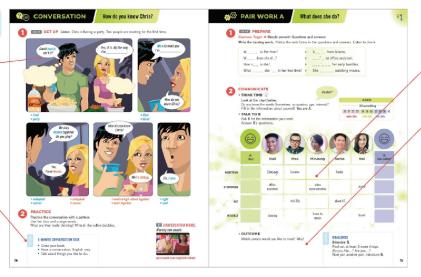


#### **LISTENING**

- Presents three focused tasks
- Offers serial story
   video to reinforce
   language functions

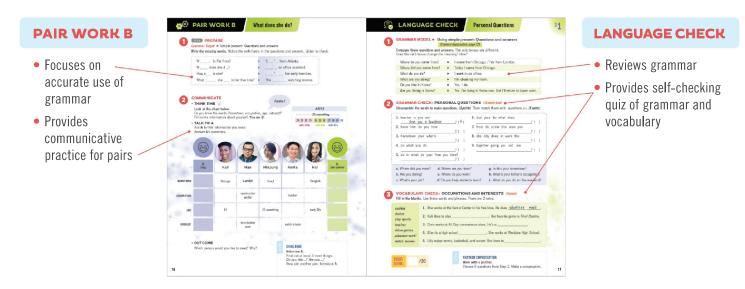
#### **CONVERSATION**

- Presents target language in context
- Gives concrete tips for personalizing practice



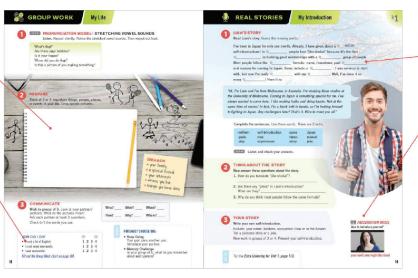
#### **PAIR WORK A**

- Employs engaging information gap method
- Focuses on learning outcomes



## GROUP WORK

- Provides creative activities for small groups
- Focuses on fluency and accuracy



#### **REAL STORIES**

- Provides personalized reading and writing contexts
- Gives clear tips for giving confident presentations

#### **RESOURCES**

# **COMPANION WEBSITE** (TEACHER and STUDENT ACCESS) containing student resources available at **www.pearsonelt.com/englishfirshtand**

- Student Book Audio: Downloadable audio and online streaming
- Extra Listening Audio: Downloadable audio and online streaming
- Workbook: Full downloadable pages
- Video: Online streaming of all three course video series, with subtitles
- Vocabulary Maps: Vocabulary-building networks to accelerate learning

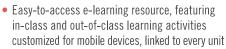
#### **LEARNING ACCELERATION VIDEOS**

- English in Action: Serial story with guided listening activities
- Conversation Model: Clear strategies for practicing functional conversations
- Presentation Model: Sample presentations by native speakers with coaching tips

#### **ADDITIONAL FEATURES**

- Assessment for Learning Activities: Practice tests after every two units to check progress
- Extra Listening Exercises: Full scripts with fill-in activities to confirm comprehension
- **Grammar Explanations:** Structured tables and examples to reinforce grammar points

# **MyMobileWorld** (TEACHER AND STUDENT ACCESS, available through access code card)



• Easy-to-use Learning Management System, allows for monitoring of learner participation and progress, helps learners organize learning and track their own progress

Use your access code card at www.pearsonelt.com/englishfirsthand

#### TEACHING RESOURCES (TEACHER-ONLY ACCESS)

- Available online: Full Teacher's Manual, Tests and Assessments, Answer Keys, All Course and Supplementary Audio and Scripts
- Available separately:
  - Active Teach software: Everything you need to teach on one disc (Student Book content, full course audio and video, interactive classroom presentation tools)
  - Class Audio CDs (2): 10 audio tracks per unit, plus Practice Test audio
  - Interleaved Teacher's Manual: Full Student Book interleaved with lesson plans

Contact your local Pearson representative to gain access to the Teacher's Resources. http://pearsonelt.com/customersupport/worldwideoffices



# Welcome to **English Firsthand**

# FIND SOMEONE WHO...

#### LANGUAGE MODEL

Are you happy today?

Can you play a musical instrument?

Do you like spicy food?

- Yes, I am. / No, I'm not.
- Yeah, sure. A little. / No, not really. Not very well.
- Yes, I do. / No, not really.

0	Meet your classmates. Ask them the questions. Is the answer yes? Write the classmate's name.				
	ARE YOU?		DO YOU?		
	1	_ is very happy today.	7	uses the internet every day.	
	CAN YOU?		ARE YOU?		
	2	plays a musical instrument.	8	is from a big family.	
	DO YOU?		CAN YOU?		
	3	_likes spicy food.	9	_can sing karaoke well.	
	ARE YOU?		DO YOU?		
	4	_ is shy.	10	_lives far from this school.	
	DO YOU?		ARE YOU ?		
	5	_ likes to play sports.	11	is sleepy today.	
	CAN YOU?		DO YOU ?		
	6.	can do twenty push-ups.	12.	likes animals.	

Work with a partner. Do you remember the students' names? Do you remember what the students said? Tell your partner.

**Examples:** That's \_\_\_\_\_\_. She is / can / likes... That's \_\_\_\_\_\_. He has / plays / uses...

**6.** can do twenty push-ups.

# THINK ABOUT YOUR LEARNING

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:
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

# IT'S UP TO YOU.



Do you try to improve your English? Check  $(\checkmark)$  the things you do.

In	C	ass,	1

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

# 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.

When will you do it?

- use online videos and activities.
- □ other ideas:

2	Which things should you do more often? Circle them. Choose s	something you will	do more	often
	What is it?			



## **GET TO KNOW YOUR TEACHER.**

Find out about your teacher and the class.

Your teacher's name:	

#### THINK TIME TO



Think about your teacher. Think about this class.

What do you want to know? Write at least 3 questions.

Where are you from? When ... ? What do you do in your free time? Why...? Who...? How ... ?

Tell us about...

•	
•	

# **ABOUT THIS CLASS**

Did you ask about these things? If not, ask now.

- 1. **HOMEWORK** Will we have homework?
- **2. ATTENDANCE** Do we have to be here every class? What should we do if we miss a class?
- 3. USING ENGLISH IN CLASS Should we speak only English?
- 4. USING MY FIRST LANGUAGE IN CLASS Is it OK to use (your language) in class? What for?
- **5. OTHER QUESTIONS** Ask any other questions you have about the class.

#### STEPS TO SUCCESS

How do you learn best? Here are 12 ways you can improve your English by using English Firsthand 1. Talk about these ideas — and your experience.

- 1. You learn English by using English. Use English as much as you can.
- **2.** Use the tasks in this book. They help you practice real communication.
- 3. Your goal in every class: Say your real ideas!
- 4. Think ahead. What do you want to say? How will you say it? THINK TIME.
- 5. Study vocabulary. Learning new words every day is important for communication.
- 6. Pay attention to Grammar Targets and Pronunciation Models. They help you say what you want to say.
- 7. Be active in class. Participate in Pair Work and Group Work.
- 8. Focus on communicating ideas and meaning. Push yourself to say more.
- **9. Notice your success!** That builds your confidence.
- **10. Review what you study.** This helps you remember.
- 11. Use English outside of class. Read. Listen. Use the internet especially MyMobileWorld for practice.
- 12. Speaking English is a skill. That means: Practice, practice, practice!

#### SOMETHING TO THINK ABOUT:

There are many things that can help you learn English:

- your teacher
- the activities you do
- other students you talk to
- this textbook

These things can help you, but you are the one who is learning English. No one can learn for you.

To learn English, use English! You can do it!







# **VOCABULARY BUILDING**

### **Personal Information**



#### **TARGET WORDS**

Look at the pictures. Write the occupations, hobbies, and interests. How many more can you think of?

#### **OCCUPATIONS**

cashier construction worker doctor office assistant sales representative \_software engineer teacher server







YOUR IDEAS:









#### **HOBBIES AND INTERESTS**

cook do volunteer work go dancing listen to music play sports play video games travel watch movies











YOUR IDEAS:









è 1-1 CONNECT

Listen. Check your answers.



#### PARTNER CONVERSATION

Work with a partner. Ask these questions. What do you do? What do you like to do? Example: A: What do you like to do?

B: I like listening to music.

A: What kind of music do you like?





#### (4) 1-2-1-5 LISTENING FOR GENERAL INFORMATION: RELATIONSHIPS

**Listen.** Students are meeting at the university. Are they meeting for the first time? Circle **YES** or **NO**.



# LISTENING FOR SPECIFIC INFORMATION: COUNTRIES

**Listen again.** Where are they from? Write the name above the country. There is 1 extra.



ABOUT YOU

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

1. What's \_\_\_\_\_? \_\_\_\_\_.

**2.** Where \_\_\_\_\_? \_\_\_\_\_

 3. What \_\_\_\_\_? \_\_\_

 4. What \_\_\_\_\_ in your free time? \_\_\_\_\_

Compare answers with a partner. Ask 1 question about each answer.

ENGLISH IN ACTION
Start Up: Episode 1
WELCOME TO THE TEAM



pearsonelt.com/englishfirsthand

# How do you know Chris?

SET UP Listen. Chris is having a party. Two people are meeting for the first time.





- food
- party

• Glad • Good



- volleyball • soccer
- volleyball
- soccer



- went to high school together
- work together



- cool

# **PRACTICE**

Practice the conversation with a partner.

Use the blue and orange words.

What are they really thinking? Write in the yellow bubbles.

#### **3-MINUTE CONVERSATION TASK**

- Close your book.
- Have a conversation. English only.
- Talk about things you like to do.

#### **CONVERSATION MODEL** Meeting new people



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