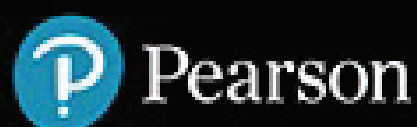


**FIFTH  
EDITION**

# ***ENGLISH*** **FIRSTHAND**

**ACCESS**



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**English Firsthand Access  
5th Edition**

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# SCOPE AND SEQUENCE

	SPEAKING/ INTERACTION	LISTENING	READING/ WRITING	VOCABULARY	GRAMMAR	PRESENTATION/ PRONUNCIATION
<b>UNIT 1</b> <i>How are you?</i> Introductions Pages 12–19	<ul style="list-style-type: none"> <li>Introduce yourself to a partner</li> <li>Interview your partner about hobbies and interests</li> </ul>	<ul style="list-style-type: none"> <li>Understand conversations about interests and hobbies</li> <li>Respond to personal questions</li> </ul>	<ul style="list-style-type: none"> <li>Read about the hobbies and interests of different people</li> <li>Write about your hobbies and interests</li> </ul>	<ul style="list-style-type: none"> <li>Use words and expressions to talk about your hobbies and interests</li> </ul> 	<ul style="list-style-type: none"> <li>Use <i>wh-</i> and <i>yes/no</i> questions and simple present to exchange personal information</li> </ul>	<ul style="list-style-type: none"> <li>Talk about your hobbies and interests</li> <li>Stress syllables in words correctly</li> </ul>
<b>UNIT 2</b> <i>Do you understand?</i> Understanding classroom language Pages 20–27	<ul style="list-style-type: none"> <li>Give instructions to a partner</li> <li>Ask for clarification when you don't understand</li> </ul>	<ul style="list-style-type: none"> <li>Understand instructions and orders in the classroom</li> <li>Respond to instructions and orders in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>Read about ideas for studying</li> <li>Write your ideas for studying</li> </ul>	<ul style="list-style-type: none"> <li>Use words and expressions to describe classroom activities</li> </ul>	<ul style="list-style-type: none"> <li>Use imperatives to give orders and instructions</li> </ul> 	<ul style="list-style-type: none"> <li>Share your ideas for studying</li> <li>Use word stress to increase understanding by the listener</li> </ul>
<b>UNIT 3</b> <i>This is my room.</i> Talking about personal items Pages 28–35	<ul style="list-style-type: none"> <li>Describe the items in your room</li> <li>Exchange information about items in your room</li> </ul>	<ul style="list-style-type: none"> <li>Understand a conversation about what items someone has</li> <li>Respond to questions about items</li> </ul>	<ul style="list-style-type: none"> <li>Read about two different styles of rooms</li> <li>Write about your own room</li> </ul> 	<ul style="list-style-type: none"> <li>Use words and expressions for personal items</li> </ul>	<ul style="list-style-type: none"> <li>Using <i>there is</i> and <i>there are</i> to say where things are</li> </ul>	<ul style="list-style-type: none"> <li>Talk about your room</li> <li>Use clear consonant sounds to improve fluency</li> </ul>
<b>UNIT 4</b> <i>When do you get up?</i> Talking about daily routines Pages 36–43	<ul style="list-style-type: none"> <li>Describe your daily routine</li> <li>Ask about your partner's schedule</li> </ul> 	<ul style="list-style-type: none"> <li>Understand schedules and daily routines</li> <li>Respond to questions about daily routines</li> </ul>	<ul style="list-style-type: none"> <li>Read about someone's daily routine</li> <li>Write about your daily routine</li> </ul>	<ul style="list-style-type: none"> <li>Use words and expressions to talk about daily routines and schedules</li> </ul>	<ul style="list-style-type: none"> <li>Use <i>yes/no</i> questions to learn about daily routines</li> </ul>	<ul style="list-style-type: none"> <li>Share your daily routine</li> <li>Use pauses to help others understand what you mean</li> </ul>
<b>UNIT 5</b> <i>Who's that?</i> Talking about families Pages 44–51	<ul style="list-style-type: none"> <li>Describe people in your family</li> <li>Ask about your partner's family</li> </ul>	<ul style="list-style-type: none"> <li>Understand descriptions of physical and personal characteristics</li> <li>Respond to questions about physical and personal characteristics</li> </ul>	<ul style="list-style-type: none"> <li>Read about different types of families</li> <li>Write about your family</li> </ul>	<ul style="list-style-type: none"> <li>Use words and expressions to talk about family members</li> </ul> 	<ul style="list-style-type: none"> <li>Use <i>wh-</i> questions to learn about someone</li> </ul>	<ul style="list-style-type: none"> <li>Talk about your family</li> <li>Use falling intonation to make your ideas clear</li> </ul>
<b>UNIT 6</b> <i>That's a great shirt!</i> Talking about clothes and shopping Pages 52–59	<ul style="list-style-type: none"> <li>Talk about the kinds of clothes you like and don't like</li> <li>Ask about prices</li> </ul>	<ul style="list-style-type: none"> <li>Understand descriptions of clothes</li> <li>Respond to questions about clothes</li> </ul> 	<ul style="list-style-type: none"> <li>Read about the types of places people go to shop</li> <li>Write about where you like to shop and what you like to buy</li> </ul>	<ul style="list-style-type: none"> <li>Use words and expressions to describe clothes</li> </ul>	<ul style="list-style-type: none"> <li>Use <i>some</i> and <i>any</i> to talk about the clothes you buy</li> </ul>	<ul style="list-style-type: none"> <li>Share information about where you shop and what you like to buy</li> <li>Join sounds between words to improve fluency</li> </ul>



	SPEAKING/ INTERACTION	LISTENING	READING/ WRITING	VOCABULARY	GRAMMAR	PRESENTATION/ PRONUNCIATION
<b>UNIT 7</b> <i>I love weekends!</i> Talking about free-time activities Pages 60–67	<ul style="list-style-type: none"> <li>• Talk about what you do in your free time</li> <li>• Ask about what your partner does on weekends</li> </ul>	<ul style="list-style-type: none"> <li>• Understand conversations about free-time activities</li> <li>• Respond to questions about free-time activities</li> </ul>	<ul style="list-style-type: none"> <li>• Read about the range of activities people like to do on the weekend</li> <li>• Write about what you do on the weekend</li> </ul>	<ul style="list-style-type: none"> <li>• Use words and expressions to talk about free-time activities</li> </ul>	<ul style="list-style-type: none"> <li>• Use frequency adverbs to talk about your activities</li> </ul> 	<ul style="list-style-type: none"> <li>• Talk about what you usually do on the weekend</li> <li>• Use syllable stress to emphasize key words</li> </ul>
<b>UNIT 8</b> <i>Let's eat!</i> Talking about food Pages 68–75	<ul style="list-style-type: none"> <li>• Make a shopping list</li> <li>• Talk about foods you like</li> <li>• Ask what foods your partner likes</li> </ul>	<ul style="list-style-type: none"> <li>• Understand conversations about food</li> <li>• Respond to questions about food and quantity</li> </ul>	<ul style="list-style-type: none"> <li>• Read about styles of eating</li> <li>• Write about the food you eat</li> </ul>	<ul style="list-style-type: none"> <li>• Use words and expressions to talk about food</li> </ul> 	<ul style="list-style-type: none"> <li>• Use count and non-count nouns with quantifiers (<i>some, a lot, a little, a few, much, several</i>) to talk about quantities</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the food you eat</li> <li>• Use intonation to express surprise</li> </ul>
<b>UNIT 9</b> <i>I really enjoy it!</i> Talking about sports and exercise Pages 76–83	<ul style="list-style-type: none"> <li>• Describe what people are doing</li> <li>• Talk to a partner about sports</li> </ul>	<ul style="list-style-type: none"> <li>• Understand conversations about physical activities</li> <li>• Respond to questions about physical activities</li> </ul>	<ul style="list-style-type: none"> <li>• Read about people's favorite sports</li> <li>• Write about a sport you like</li> </ul> 	<ul style="list-style-type: none"> <li>• Use words and expressions to talk about sports and exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Use the present continuous to describe what someone is doing</li> </ul>	<ul style="list-style-type: none"> <li>• Describe a sport or physical activity you enjoy</li> <li>• Use intonation to show interest</li> </ul>
<b>UNIT 10</b> <i>Welcome to my home.</i> Talking about where you live Pages 84–91	<ul style="list-style-type: none"> <li>• Give instructions for how to draw a house</li> <li>• Describe your house</li> </ul> 	<ul style="list-style-type: none"> <li>• Understand conversations about items in a house</li> <li>• Respond to questions about items in the home</li> </ul>	<ul style="list-style-type: none"> <li>• Read about different types of housing</li> <li>• Write about the place you live</li> </ul>	<ul style="list-style-type: none"> <li>• Use words and expressions to talk about where things are in your house</li> </ul>	<ul style="list-style-type: none"> <li>• Use prepositions of location to say where things are</li> <li>• Use imperatives to give instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Describe your house</li> <li>• Use syllable stress and rhythm to improve fluency</li> </ul>
<b>UNIT 11</b> <i>Where did you go?</i> Talking about past activities Pages 92–99	<ul style="list-style-type: none"> <li>• Use simple past to talk about past experiences</li> <li>• Ask about your partner's last vacation</li> </ul>	<ul style="list-style-type: none"> <li>• Understand conversations about past activities</li> <li>• Respond to questions about past activities</li> </ul>	<ul style="list-style-type: none"> <li>• Read about personal weekend activities</li> <li>• Write about what you did last weekend</li> </ul>	<ul style="list-style-type: none"> <li>• Use words and expressions to talk about past activities</li> </ul>	<ul style="list-style-type: none"> <li>• Use simple past tense to talk about past activities</li> </ul> 	<ul style="list-style-type: none"> <li>• Describe what you did last weekend</li> <li>• Speak with rhythm to improve conversation fluency</li> </ul>
<b>UNIT 12</b> <i>Will I be famous?</i> Talking about goals and dreams Pages 100–107	<ul style="list-style-type: none"> <li>• Talk about your future plans</li> <li>• Ask about your partner's goals and dreams</li> </ul>	<ul style="list-style-type: none"> <li>• Understand conversations about future goals</li> <li>• Respond to questions about future plans</li> </ul>	<ul style="list-style-type: none"> <li>• Read about predictions for the future</li> <li>• Write your ideas about the future</li> </ul>	<ul style="list-style-type: none"> <li>• Use words and expressions to talk about future goals</li> </ul> 	<ul style="list-style-type: none"> <li>• Use <i>going to</i> and <i>will</i> to talk about the future</li> </ul>	<ul style="list-style-type: none"> <li>• Share your ideas about the future</li> <li>• Show high and low pitch to express emotion</li> </ul>

**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 Access* 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](http://www.pearsonelt.com/englishfirsthand)

## VOCABULARY BUILDING

- Presents target vocabulary
- Activates learner knowledge

# 1 How are you?

**1** **LISTEN** **TARGET WORDS**  
Listen. Point to the pictures.

**MUSIC**

- guitar
- jump
- tennis
- dancing
- listen to
- play

**SPORTS**

- soccer
- swimming
- tennis
- yoga
- working out

**OTHER**

- reading
- dining
- shopping
- travelling

**2** **CONNECT**  
Listen again. Say the words.

**3** **PARTNER CONVERSATION**  
Practice with a partner. Say the words. Partner: build the picture quickly.

**4** **REMEMBER**  
Take away activities of **present continuous**!

## LISTENING

- Presents two focused tasks
- Provides personalized listening practice



## LISTENING

## Toll me about yourself.

**1 LISTENING FOR GENERAL UNDERSTANDING: TOPICS**  
 Listen. What do they talk about? Number the topics 1–4. There is 1 extra.





**2 LISTENING FOR SPECIFIC INFORMATION: PERSONAL INFORMATION**  
 Listen again. What information do they give? Check (✓) 2 topics.

**1** How pay

☐ likes to buy

☐ likes to shop

**2** ...sends friends in the park

☐ goes to the gym on weekends

☐ ...sends after school

**3** ...goes for drinks

☐ likes to visit

☐ shops on weekends

**4** ...goes with friends

☐ likes rock

☐ dances in his room

**3 LISTENING ABOUT YOU**  
 Listen. First write the questions. Then answer the questions about yourself.

1. What are \_\_\_\_\_?

2. What kind of \_\_\_\_\_ do you \_\_\_\_\_?

3. What \_\_\_\_\_ do you \_\_\_\_\_?

Ask your partner the questions.

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



## CONVERSATION

### Where are you from?

**1** **SETUP** Ladies. Two students are at a party.

• Julie  
• Alex

• Julie  
• Alex

• Julie  
• Alex

• Julie  
• Alex

**2** **PRACTICE**

Use the conversation with a partner.  
Use the blue and orange words.

**3-MINUTE CONVERSATION TASK**

- Use your own conversation.
- Use your own ideas.

**RECOMMENDED READING**


**CONVERSATION MATHS**  
Interviewing partner



[www.conversationmaths.com](http://www.conversationmaths.com)


## PAIR WORK A

- Employs engaging Information Gap method
- Focuses on learning outcomes



## PAIR WORK A

## She's from Seoul.



### 1. GUESS PREPARE

Give your friend a name and ask him or her questions for personal information while the missing words. They listen to check.

W..... is his / her name?

W..... is she / him?

Where ..... you from?

What ..... you do in your f..... time?

What is the ..... of the ..... city?

Who is your f..... sister?

It's West.

London.

Seoul.



I'm a student.

I like s.....

One item for.....







I'm 1..... Zoo City.

How do you find it?

### 2. COMMUNICATE

**• THINKING TIME**  
You are A. Answer the questions about yourself.

A (You)	Holly	Jack	Tina	Jin	B (Your partner)
FIRST NAME					
LAST NAME	Barf	W.....	Iti	F.....	
FEEL	London		Sage		
Favourite singer	Reginald		David Swift		
Favourite actor	Dave Franco		Steve Stone		
Hobbies	Reading		Reading		

• TALK TO B

Ask B for the missing information. Write it. Answer B's questions.

**• OUTCOME**  
Look at B's page.  
Is the information correct? ☐ Yes ☐ No

• CHALLENGE  
Ask another pair. Introduce B.  
This is..... Jack's / She's from.....

## PAIR WORK B

- Focuses on accurate use of grammar
- Provides communicative practice for pairs

### PAIR WORK B

#### She's from Seoul.

**1 PREPARE**  
Grammar Focus: *be* and *is/are* questions for personal information. Write the missing words. Then listen to check.

Where *is* he *from*? *What's* his name?  
Where *is* she *from*? *What's* her name?  
What *is* his job? *What's* his name?  
What *is* her job? *What's* her name?  
Who *is* your teacher? *What's* his name?

**2 COMMUNICATE**  
Think Time: Write the questions about yourself.

**3 TALK TO A**  
Ask A for the missing information. Write B. Answer A's questions.

**4 CHALLENGE**  
Join another pair. Interview A. This is... He's / She's... Do...

### LANGUAGE CHECK

#### Meeting New People

**1 GRAMMAR MODEL** Questions and responses: Present tense

Question word + *be* + subject + ...? Subject + *be* + ...

Where are you from? I am from Thailand.  
What is his name? He is from Japan.  
What is her name? It is Tanaka.

**2 GRAMMAR CHECK: MEETING NEW PEOPLE** (4 points)  
Complete the conversations. Write who is or isn't.

1. A: Where *are* you from?  
B: I *am* from Canada.

2. A: *Is* Maria from Spain?  
B: No, she *isn't* from Spain.

3. A: What *is* John's last name?  
B: He *is* Gonzalez.

4. A: Where *are* you and John from?  
B: They *are* from Korea. Seoul *is* their hometown.

**3 VOCABULARY CHECK: FREE-TIME ACTIVITIES** (4 points)  
Complete the conversations. Use the verbs from the box. There is 1 extra.

play, go, dance, read, sleep

1. A: Hey, Maria. Do you like music?  
B: Sure, I *like* to rock music every day.

2. A: What about sports?  
B: I *like* swimming in my free time.

3. A: I *like* to read.  
B: Do you like comic books?

4. A: Let's go *to* the store.  
B: Great! I love to *go* to comic books.

## LANGUAGE CHECK

- Reviews grammar
- Provides self-checking quiz of grammar and vocabulary

## GROUP WORK

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

### GROUP WORK

#### What do you like?

**1 PRONUNCIATION MODEL: SYLLABLE STRESS**  
Listen. Repeat silently. Notice the syllable stress. Then repeat out loud.

Hi! How's it going? I'm Jason.  
Can I interview you please?  
Do you like sports?  
How about music?

**2 PREPARE**  
Think Time: Plan your interview. Write questions.

**3 COMMUNICATE**  
Stand up. You will interview 4 people. Interview someone. Check (✓) a box. Mark interview someone else. Then do it again.

**4 CHALLENGE**  
Join another pair. Interview A. This is... He's / She's... Do...

### REAL STORIES

#### Nice to meet you!

**1 READ**  
Read about Changlin, Luis, and Kate. Complete the sentences. Use the words from the box. There is 1 extra.

university, business, bad, great, soccer, teach, find

**2 CHECK**  
Listen and check your answers.

**3 YOUR STORY**  
What's interesting about you? Think about it. Write a question. Use these words: what, where, who. Write a question about yourself. Share your story.

**4 PRESENTATION MODEL**  
Present your story.

## REAL STORIES

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

## RESOURCES

**COMPANION WEBSITE (TEACHER and STUDENT ACCESS)** containing student resources available at [www.pearsonelt.com/englishfirsthand](http://www.pearsonelt.com/englishfirsthand)

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

### LEARNING ACCELERATION VIDEOS

- **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 Charts:** Structured tables and examples to reinforce grammar points

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

- Easy-to-access e-learning resource, featuring in-class and out-of-class learning activities customized for mobile devices, linked to every unit
  - 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](http://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:**
  - **ActiveTeach 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 Access

## FIND SOMEONE WHO...

### LANGUAGE MODEL

Do **you** like **swimming**?

Do **you** like **dogs**?

Yes. I love **it**!

Yes. I love **them**.

No, **not really**

No, I **don't**!

1

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

### DO YOU LIKE... CHOCOLATE ICE CREAM?

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

### DO YOU LIKE... DOGS?

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

### DO YOU LIKE... ONLINE GAMES?

3. I love them. \_\_\_\_\_

### DO YOU LIKE... LONG, HOT BATHS?

4. I love them. \_\_\_\_\_

### DO YOU LIKE... SPICY FOOD?

5. I love it. \_\_\_\_\_

### DO YOU LIKE... CRAZY CLOTHES?

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

### DO YOU LIKE... SWIMMING?

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

### DO YOU LIKE... CATS?

8. I love them. \_\_\_\_\_

### DO YOU LIKE... PIZZA?

9. I love it. \_\_\_\_\_

### DO YOU LIKE... AMUSEMENT PARKS?

10. I love them. \_\_\_\_\_

2

**Find a partner.** Do you remember the names?

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

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



Work with a partner. You are **A**. Use this page.  
Your partner is **B**. **B**, use page 10.

## 1 Complete these sentences. Use the words from the box. There is 1 extra.

more excuse how pardon sorry ~~what~~ what's

1. What does (that) mean?
2. \_\_\_\_\_ (that) in English?
3. \_\_\_\_\_?
4. I'm \_\_\_\_\_?
5. Once \_\_\_\_\_, please.
6. \_\_\_\_\_ me?



## 2 Ask B these questions. Write B's answers.

1. What's your name? \_\_\_\_\_ Ask:
2. What's your favorite food? \_\_\_\_\_ Ask:
3. What's your favorite color? \_\_\_\_\_
4. What's your favorite sport? \_\_\_\_\_
5. What's your favorite TV show? \_\_\_\_\_

*How do you spell it?*

*What's that in English?*

## 3 Listen to B. Ask these questions. Then B answers.

1. *Pardon?*
2. *Excuse me?*
3. *I'm sorry?*
4. *Once more, please.*
5. *I'm sorry?*



## 4 Close your book. Can you remember all the sentences from Step 1? Write them.





Work with a partner. You are **B**. Use this page.  
Your partner is **A**. **A**, use page 9.

**1**

Complete these sentences. Use the words from the box. There is 1 extra.

more   excuse   how   pardon   sorry      what's

1. What does (that) mean?
2. \_\_\_\_\_ (that) in English?
3. \_\_\_\_\_?
4. I'm \_\_\_\_\_?
5. Once \_\_\_\_\_, please.
6. \_\_\_\_\_ me?



**2**

Listen to **A**. Ask these questions. Then **A** answers.

1.

*Excuse me?*

2.

*Once more,  
please.*

3.

*Pardon?*

4.

*I'm sorry?*

5.

*Excuse me?*

**3**

Ask **A** these questions. Write **A**'s answers.

1. What's your name? \_\_\_\_\_ As

2. What's your favorite food? \_\_\_\_\_ ASK:

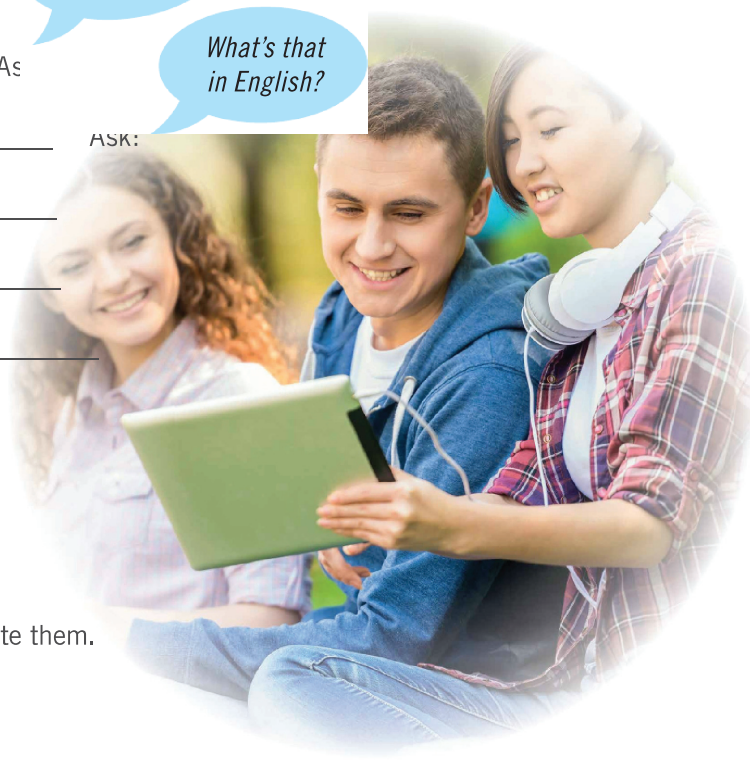
3. What's your favorite color? \_\_\_\_\_

4. What's your favorite sport? \_\_\_\_\_

5. What's your favorite TV show? \_\_\_\_\_

*How do you  
spell it?*

*What's that  
in English?*



**4**

Close your book.

Can you remember all the sentences from Step 1? Write them.

1

## THINK TIME

Plan your questions.

Work alone or with a partner.

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

You can use a dictionary.

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

## IDEA BOX

### • HOMETOWN

*Where are you from?*

### • INTERESTS

*What do you do in your free time?*

*What's your favorite \_\_\_\_\_?*

*Do you like \_\_\_\_\_?*

### • OTHER

*Do we have homework in this class?*

*Is there a course website?*

*How can I learn English better?*

*How can I contact you?*

2

## ACTION

Now ask your questions. Write your teacher's answers.

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_



# How are you?



## VOCABULARY BUILDING

## Hobbies and Free-Time Activities

1

1-1 **TARGET WORDS**

Listen. Point to the pictures.

### MUSIC



rock



pop



hip-hop



classical



jazz

### SPORTS



soccer



swimming



tennis

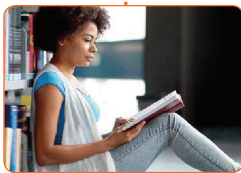


yoga

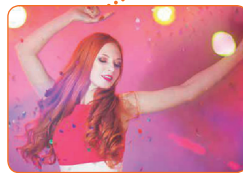


working out

### OTHER



reading



dancing



shopping



singing

2

### CONNECT

Listen again. Say the words.

EXTRA

### PARTNER CONVERSATION

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



MyMobileWorld

Extra learning activities at  
[pearsonelt.com/englishfirsthand](http://pearsonelt.com/englishfirsthand)



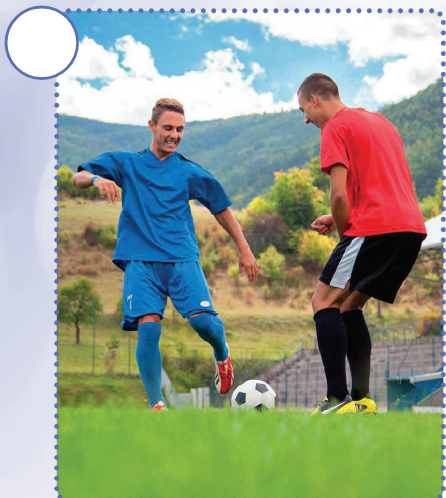


1

1-2-1-5

### LISTENING FOR GENERAL UNDERSTANDING: TOPICS

Listen. What do they talk about? Number the topics 1–4. There is 1 extra.



2

### LISTENING FOR SPECIFIC INFORMATION: PERSONAL INFORMATION

Listen again. What information do they give? Check (✓) 2 topics.

- |                     |                                  |                          |                          |
|---------------------|----------------------------------|--------------------------|--------------------------|
| 1. ___ likes pop    | 2. ___ meets friends in the park | 3. ___ shops for clothes | 4. ___ goes with friends |
| ___ likes hip-hop   | ___ plays tennis on weekends     | ___ buys a lot           | ___ likes rock           |
| ___ likes classical | ___ swims after school           | ___ shops on weekends    | ___ dances to hip-hop    |

3

1-6

### ABOUT YOU

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

- What are \_\_\_\_\_?
- What kind of \_\_\_\_\_ do you \_\_\_\_\_?
- What \_\_\_\_\_ do you \_\_\_\_\_?

Ask your partner the questions.



1

1-7

**SET UP** Listen. Two students are at a party.



• **she's**



• **Osaka**  
• **Taipei**



• **Rio**  
• **New York**

• **Good**  
• **Great**

2

### PRACTICE

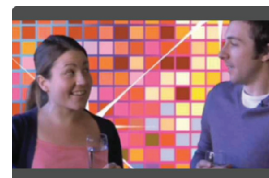
Practice the conversation with a partner.  
Use the blue and orange words.

EXTRA

#### 2-MINUTE CONVERSATION TASK

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

**CONVERSATION MODEL**  
Introducing yourself



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