

**FIFTH  
EDITION**

# *ENGLISH* **FIRSTHAND**

**SUCCESS**

 **Pearson**

**GSE**  
Global Scale of English

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**5th Edition**

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# SCOPE AND SEQUENCE

	SPEAKING/ INTERACTION	LISTENING	READING/ WRITING	VOCABULARY	GRAMMAR	PRESENTATION/ PRONUNCIATION
<b>UNIT 1</b> <i>What's your name?</i> Introductions Pages 12–19	<ul style="list-style-type: none"> <li>Introduce yourself to a partner</li> <li>Talk about your 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 someone's name</li> <li>Write about your name</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 to exchange personal information</li> </ul>	<ul style="list-style-type: none"> <li>Talk about your name</li> <li>Stress syllables in words correctly</li> </ul>
<b>UNIT 2</b> <i>I love fashion!</i> Describing clothes Pages 20–27	<ul style="list-style-type: none"> <li>Describe the clothes you are wearing</li> <li>Talk about fashions you enjoy</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 someone's favorite fashion</li> <li>Write about the fashion you like</li> </ul>	<ul style="list-style-type: none"> <li>Use words and expressions to talk about clothes and fashion</li> </ul>	<ul style="list-style-type: none"> <li>Use adjectives in the correct order to describe clothes</li> </ul> 	<ul style="list-style-type: none"> <li>Talk about the clothes you like to wear</li> <li>Stress words correctly in a sentence</li> </ul>
<b>UNIT 3</b> <i>How do you stay healthy?</i> Giving advice for staying healthy Pages 28–35	<ul style="list-style-type: none"> <li>Give advice about staying healthy</li> <li>Ask about your partner's habits</li> </ul>	<ul style="list-style-type: none"> <li>Understand advice about healthy habits</li> <li>Respond to questions about healthy habits</li> </ul>	<ul style="list-style-type: none"> <li>Read about how some people stay happy</li> <li>Write about what makes you happy</li> </ul> 	<ul style="list-style-type: none"> <li>Use words and expression to talk about healthy and unhealthy habits</li> </ul>	<ul style="list-style-type: none"> <li>Use imperatives to give advice</li> </ul>	<ul style="list-style-type: none"> <li>Talk about what you do to stay happy</li> <li>Use stress to show emotion</li> </ul>
<b>UNIT 4</b> <i>How do I get there?</i> Giving and understanding directions Pages 36–43	<ul style="list-style-type: none"> <li>Ask for and give directions to a place</li> <li>Identify places in your community</li> </ul> 	<ul style="list-style-type: none"> <li>Understand directions to a place</li> <li>Follow directions to reach a place</li> </ul>	<ul style="list-style-type: none"> <li>Read about a person's experience living in different places</li> <li>Write about the place where you live</li> </ul>	<ul style="list-style-type: none"> <li>Use words and phrases to identify places and give directions</li> </ul>	<ul style="list-style-type: none"> <li>Use prepositions of location to give directions</li> </ul>	<ul style="list-style-type: none"> <li>Describe the place you are from</li> <li>Use stress to highlight important information</li> </ul>
<b>UNIT 5</b> <i>What's that?</i> Describing objects and materials Pages 44–51	<ul style="list-style-type: none"> <li>Describe different objects</li> <li>Listen to your partner describe an object</li> </ul>	<ul style="list-style-type: none"> <li>Understand descriptions of objects</li> <li>Identify objects when listening to descriptions</li> </ul>	<ul style="list-style-type: none"> <li>Read about gifts</li> <li>Write about a gift someone gave you</li> </ul>	<ul style="list-style-type: none"> <li>Use words and phrases to describe objects</li> </ul> 	<ul style="list-style-type: none"> <li>Use <i>it / this / that</i> and <i>they / these / those</i> to describe an object</li> </ul>	<ul style="list-style-type: none"> <li>Talk about a gift you received</li> <li>Show contrast between stressed and unstressed syllables to increase fluency</li> </ul>
<b>UNIT 6</b> <i>What's your dream?</i> Talking about goals and dreams Pages 52–59	<ul style="list-style-type: none"> <li>Talk about your goals</li> <li>Ask about your partner's goals</li> </ul>	<ul style="list-style-type: none"> <li>Understand conversations about future plans</li> <li>Respond to questions about goals and dreams</li> </ul>	<ul style="list-style-type: none"> <li>Read about someone's goal</li> <li>Write about your short-term and long-term goals</li> </ul>	<ul style="list-style-type: none"> <li>Use words and phrases to talk about your future plans</li> </ul>	<ul style="list-style-type: none"> <li>Use <i>will</i> and <i>be going to</i> to talk about future plans</li> </ul>	<ul style="list-style-type: none"> <li>Describe your goals</li> <li>Use rhythm to increase fluency</li> </ul> 

	SPEAKING/ INTERACTION	LISTENING	READING/ WRITING	VOCABULARY	GRAMMAR	PRESENTATION/ PRONUNCIATION
<b>UNIT 7</b> <i>It was great!</i>  Talking about the past Pages 60–67	<ul style="list-style-type: none"> <li>• Talk about your past experiences</li> <li>• Ask your partner about past experiences</li> </ul> 	<ul style="list-style-type: none"> <li>• Understand descriptions of past activities</li> <li>• Respond to questions about past activities</li> </ul>	<ul style="list-style-type: none"> <li>• Read about the events in one person's life</li> <li>• Write about a lucky or unlucky day in your life</li> </ul>	<ul style="list-style-type: none"> <li>• Use words and phrases to talk about past activities</li> </ul>	<ul style="list-style-type: none"> <li>• Use <i>wh</i>- questions and simple past to exchange information about past activities</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about a lucky or unlucky day</li> <li>• Use stress to emphasize important words</li> </ul>
<b>UNIT 8</b> <i>How much do you know?</i>  Describing nature Pages 68–75	<ul style="list-style-type: none"> <li>• Describe animals and nature</li> <li>• Ask questions about animals and nature</li> </ul>	<ul style="list-style-type: none"> <li>• Understand a presentation about plants</li> <li>• Respond to questions about a presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Read about two special animals</li> <li>• Write about an animal in your life</li> </ul> 	<ul style="list-style-type: none"> <li>• Use words and phrases to describe animals and nature</li> </ul>	<ul style="list-style-type: none"> <li>• Use comparative and superlative adjectives to talk about animals and nature</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about a special animal in your life</li> <li>• Use word stress to highlight important information</li> </ul>
<b>UNIT 9</b> <i>She can really sing!</i>  Talking about abilities Pages 76–83	<ul style="list-style-type: none"> <li>• Talk about things you can and can't do</li> <li>• Ask your partner about what he or she can and can't do</li> </ul>	<ul style="list-style-type: none"> <li>• Understand conversations about what someone can and can't do</li> <li>• Respond to questions about someone's abilities</li> </ul>	<ul style="list-style-type: none"> <li>• Read about someone's grandparents</li> <li>• Write about things you can do now that you couldn't do before</li> </ul>	<ul style="list-style-type: none"> <li>• Use words and phrases to talk about your abilities</li> </ul>	<ul style="list-style-type: none"> <li>• Use <i>can</i> and <i>could</i> to talk about your abilities now and in the past</li> </ul> 	<ul style="list-style-type: none"> <li>• Talk about something you can do now that you couldn't do before</li> <li>• Show contrast between stressed and unstressed syllables to make your meaning clear</li> </ul>
<b>UNIT 10</b> <i>What do you like to do?</i>  Discussing likes and dislikes Pages 84–91	<ul style="list-style-type: none"> <li>• Ask about likes and dislikes</li> <li>• Invite someone to do something you like with you</li> </ul>	<ul style="list-style-type: none"> <li>• Understand conversations about someone's likes and dislikes</li> <li>• Respond to questions about what someone likes or doesn't like to do</li> </ul>	<ul style="list-style-type: none"> <li>• Read about what families in different countries like to do on holidays</li> <li>• Write about what you like to do on holidays or vacations</li> </ul>	<ul style="list-style-type: none"> <li>• Use words and phrases to talk about your likes and dislikes</li> </ul>	<ul style="list-style-type: none"> <li>• Use gerunds (verb + <i>-ing</i>) and infinitives (<i>to</i> + verb) to talk about your likes and dislikes</li> </ul>	<ul style="list-style-type: none"> <li>• Describe what you like to do on vacation</li> <li>• Use intonation to clarify your meaning</li> </ul> 
<b>UNIT 11</b> <i>Of course you can.</i>  Talking about rules Pages 92–99	<ul style="list-style-type: none"> <li>• Talk about rules and laws in other countries</li> <li>• Describe what people in your life should or shouldn't do</li> </ul>	<ul style="list-style-type: none"> <li>• Understand rules for what you can and can't do</li> <li>• Respond to questions about rules</li> </ul>	<ul style="list-style-type: none"> <li>• Read about one person's rules for her parents</li> <li>• Write some rules for your family</li> </ul>	<ul style="list-style-type: none"> <li>• Use words and phrases to talk about rules</li> </ul> 	<ul style="list-style-type: none"> <li>• Use modals to talk about rules for what you are allowed to do or not allowed to do</li> </ul>	<ul style="list-style-type: none"> <li>• Share your rules for your family</li> <li>• Pronounce sounds at the ends of words to improve understanding</li> </ul>
<b>UNIT 12</b> <i>What happened next?</i>  Telling stories Pages 100–107	<ul style="list-style-type: none"> <li>• Make up a story and tell it to your partner</li> <li>• Tell a story you know to your partner</li> </ul> 	<ul style="list-style-type: none"> <li>• Understand the order of events in a story</li> <li>• Respond to questions about a story</li> </ul>	<ul style="list-style-type: none"> <li>• Read about two interesting characters from a story</li> <li>• Write about a story you know</li> </ul>	<ul style="list-style-type: none"> <li>• Use words and phrases to tell a story</li> </ul>	<ul style="list-style-type: none"> <li>• Use simple past and sequence words to tell a story</li> </ul>	<ul style="list-style-type: none"> <li>• Share an interesting story you know</li> <li>• Use syllable stress to increase fluency</li> </ul>

We learn  
English  
by using  
English.

Welcome to *English Firsthand Success*.

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 Success* 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)

## UNIT OVERVIEW

### VOCABULARY BUILDING

- Presents target vocabulary
- Activates learner knowledge

### LISTENING

- Presents two focused tasks
- Provides personalized listening practice

### CONVERSATION

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

### PAIR WORK A

- Employs engaging Information Gap method
- Focuses on learning outcomes

## PAIR WORK B

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

**PAIR WORK B** My Partner

**1. SPEAK** Choose Topic A or B. Ask questions and answer for 3 minutes. Use the questions in the box. Write the missing words. Then take turns.

**2. COMMUNICATE** Choose Topic A or B. Ask questions and answer for 3 minutes. Use the questions in the box. Write the missing words. Then take turns.

**3. SPEAK** Choose Topic A or B. Ask questions and answer for 3 minutes. Use the questions in the box. Write the missing words. Then take turns.

**4. COMMUNICATE** Choose Topic A or B. Ask questions and answer for 3 minutes. Use the questions in the box. Write the missing words. Then take turns.

**5. SPEAK** Choose Topic A or B. Ask questions and answer for 3 minutes. Use the questions in the box. Write the missing words. Then take turns.

**6. COMMUNICATE** Choose Topic A or B. Ask questions and answer for 3 minutes. Use the questions in the box. Write the missing words. Then take turns.

**7. SPEAK** Choose Topic A or B. Ask questions and answer for 3 minutes. Use the questions in the box. Write the missing words. Then take turns.

**8. COMMUNICATE** Choose Topic A or B. Ask questions and answer for 3 minutes. Use the questions in the box. Write the missing words. Then take turns.

**9. SPEAK** Choose Topic A or B. Ask questions and answer for 3 minutes. Use the questions in the box. Write the missing words. Then take turns.

**10. COMMUNICATE** Choose Topic A or B. Ask questions and answer for 3 minutes. Use the questions in the box. Write the missing words. Then take turns.

## LANGUAGE CHECK

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

**LANGUAGE CHECK** Getting to Know You

**1. GRAMMAR CHECK** Complete the sentences. Write the missing words. Then take turns.

**2. GRAMMAR CHECK** Complete the sentences. Write the missing words. Then take turns.

**3. GRAMMAR CHECK** Complete the sentences. Write the missing words. Then take turns.

**4. GRAMMAR CHECK** Complete the sentences. Write the missing words. Then take turns.

**5. GRAMMAR CHECK** Complete the sentences. Write the missing words. Then take turns.

**6. GRAMMAR CHECK** Complete the sentences. Write the missing words. Then take turns.

**7. GRAMMAR CHECK** Complete the sentences. Write the missing words. Then take turns.

**8. GRAMMAR CHECK** Complete the sentences. Write the missing words. Then take turns.

**9. GRAMMAR CHECK** Complete the sentences. Write the missing words. Then take turns.

**10. GRAMMAR CHECK** Complete the sentences. Write the missing words. Then take turns.

## GROUP WORK

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

**GROUP WORK** Can I interview you?

**1. SPEAK** Choose Topic A or B. Ask questions and answer for 3 minutes. Use the questions in the box. Write the missing words. Then take turns.

**2. COMMUNICATE** Choose Topic A or B. Ask questions and answer for 3 minutes. Use the questions in the box. Write the missing words. Then take turns.

**3. SPEAK** Choose Topic A or B. Ask questions and answer for 3 minutes. Use the questions in the box. Write the missing words. Then take turns.

**4. COMMUNICATE** Choose Topic A or B. Ask questions and answer for 3 minutes. Use the questions in the box. Write the missing words. Then take turns.

**5. SPEAK** Choose Topic A or B. Ask questions and answer for 3 minutes. Use the questions in the box. Write the missing words. Then take turns.

**6. COMMUNICATE** Choose Topic A or B. Ask questions and answer for 3 minutes. Use the questions in the box. Write the missing words. Then take turns.

**7. SPEAK** Choose Topic A or B. Ask questions and answer for 3 minutes. Use the questions in the box. Write the missing words. Then take turns.

**8. COMMUNICATE** Choose Topic A or B. Ask questions and answer for 3 minutes. Use the questions in the box. Write the missing words. Then take turns.

**9. SPEAK** Choose Topic A or B. Ask questions and answer for 3 minutes. Use the questions in the box. Write the missing words. Then take turns.

**10. COMMUNICATE** Choose Topic A or B. Ask questions and answer for 3 minutes. Use the questions in the box. Write the missing words. Then take turns.

## REAL STORIES

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

**REAL STORIES** What's in a name?

**1. SPEAK** Choose Topic A or B. Ask questions and answer for 3 minutes. Use the questions in the box. Write the missing words. Then take turns.

**2. COMMUNICATE** Choose Topic A or B. Ask questions and answer for 3 minutes. Use the questions in the box. Write the missing words. Then take turns.

**3. SPEAK** Choose Topic A or B. Ask questions and answer for 3 minutes. Use the questions in the box. Write the missing words. Then take turns.

**4. COMMUNICATE** Choose Topic A or B. Ask questions and answer for 3 minutes. Use the questions in the box. Write the missing words. Then take turns.

**5. SPEAK** Choose Topic A or B. Ask questions and answer for 3 minutes. Use the questions in the box. Write the missing words. Then take turns.

**6. COMMUNICATE** Choose Topic A or B. Ask questions and answer for 3 minutes. Use the questions in the box. Write the missing words. Then take turns.

**7. SPEAK** Choose Topic A or B. Ask questions and answer for 3 minutes. Use the questions in the box. Write the missing words. Then take turns.

**8. COMMUNICATE** Choose Topic A or B. Ask questions and answer for 3 minutes. Use the questions in the box. Write the missing words. Then take turns.

**9. SPEAK** Choose Topic A or B. Ask questions and answer for 3 minutes. Use the questions in the box. Write the missing words. Then take turns.

**10. COMMUNICATE** Choose Topic A or B. Ask questions and answer for 3 minutes. Use the questions in the box. Write the missing words. Then take turns.

## 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 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... TO PLAY SPORTS?

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

#### DO YOU LIKE... ANIMALS?

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

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

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

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

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

#### DO YOU LIKE... FASHION?

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

#### DO YOU LIKE... FRUIT?

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

#### DO YOU LIKE... COMEDIES?

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

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

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

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

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

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

Examples: *That's* \_\_\_\_\_, *She like*...

*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? \_\_\_\_\_



## 1 Find out about your teacher and the class.

Your teacher's name: \_\_\_\_\_

### THINK TIME

**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...*

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## 2 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 ADVICE**

### 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!**



# 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.



MyMobileWorld

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





1

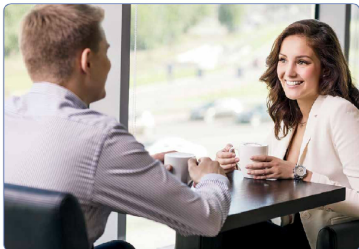
1-2-1-5

## LISTENING FOR GENERAL INFORMATION: QUESTIONS

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

1-2

1.

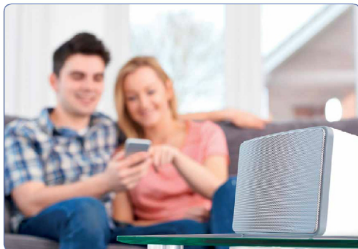


\_\_\_ When were you born?

✓ \_\_\_ Where are you from?

1-3

2.

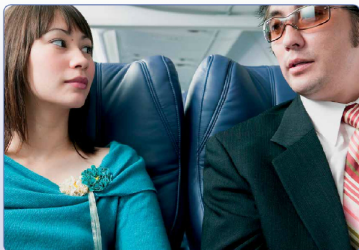


\_\_\_ What kind of music do you like?

\_\_\_ 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. \_\_\_ Miami  
\_\_\_ Seattle

 2. \_\_\_ rock  
\_\_\_ jazz

 3. \_\_\_ an actor  
\_\_\_ a writer

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

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