

**FIFTH
EDITION**

ENGLISH FIRSTHAND

2



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English Firsthand 2
5th Edition

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SCOPE AND SEQUENCE

	SPEAKING/ INTERACTION	LISTENING	READING/ WRITING	VOCABULARY	GRAMMAR	PRESENTATION/ PRONUNCIATION
UNIT 1 <i>Have you two met?</i> Introductions and relationships Pages 12–19	<ul style="list-style-type: none"> Introduce yourself Exchange information about your hobbies and interests 	<ul style="list-style-type: none"> Understand conversations about hobbies and interests Understand personal details about someone Respond to questions about your interests and hobbies 	<ul style="list-style-type: none"> Read personal introductions, read about styles of self-introductions Write a self-introduction including personal information and goals 	<ul style="list-style-type: none"> Use words and expressions to describe people, talk about relationships and goals 	<ul style="list-style-type: none"> Use simple past, simple present, present perfect, present continuous, and future verbs to exchange personal information Express facts, using multiple tenses 	<ul style="list-style-type: none"> Share your personal statement and goals with the class Use correct intonation at the end of sentences
UNIT 2 <i>You must be excited!</i> Feelings and emotions Pages 20–27	<ul style="list-style-type: none"> Describe your feelings Ask about your partner's feelings Express empathy 	<ul style="list-style-type: none"> Understand conversations about feelings Recognize reasons why someone feels a certain way Respond to questions about your feelings and personal reactions 	<ul style="list-style-type: none"> Read about ways of handling negative emotions Write about a skill you know how to do 	<ul style="list-style-type: none"> Use words and expressions for positive and negative emotions 	<ul style="list-style-type: none"> Use real conditional to talk about present and future events Use adjectives to talk about a range of emotions 	<ul style="list-style-type: none"> Describe something you know how to do well Show your feelings by modulating your voice 
UNIT 3 <i>Where should I go?</i> Making recommendations Pages 28–35	<ul style="list-style-type: none"> Talk about a trip Make recommendations 	<ul style="list-style-type: none"> Recognize details about a place Understand why someone makes a recommendation Respond to requests for recommendations 	<ul style="list-style-type: none"> Read about one person's vacation Write about an interesting trip 	<ul style="list-style-type: none"> Use words and expressions for describing places 	<ul style="list-style-type: none"> Distinguish between comparatives and superlatives to describe places Use amplifiers in expressions of comparisons 	<ul style="list-style-type: none"> Talk about an exciting event or trip Use word stress to highlight key information
UNIT 4 <i>I love that!</i> Sharing opinions Pages 36–43	<ul style="list-style-type: none"> Express agreement and disagreement Share your opinions Ask about your partner's opinions 	<ul style="list-style-type: none"> Understand conversations involving agreement and disagreement Understand how someone feels about a topic Respond to questions about your opinions and feelings 	<ul style="list-style-type: none"> Read about a rock festival Write about an interesting event you attended 	<ul style="list-style-type: none"> Learn words and expressions for sharing opinions 	<ul style="list-style-type: none"> Use superlative adjectives to describe an event Use tag questions 	<ul style="list-style-type: none"> Describe in detail an interesting event you attended Use rhythm to pronounce words and phrases clearly
UNIT 5 <i>What's your excuse?</i> Giving excuses and requests Pages 44–51	<ul style="list-style-type: none"> Make requests Make excuses Accept and refuse offers 	<ul style="list-style-type: none"> Understand conversations involving excuses Understand the validity of excuses Respond to questions about missing obligations 	<ul style="list-style-type: none"> Read about some students' excuses Write about excuses you have made 	<ul style="list-style-type: none"> Learn words and expressions for stating a problem, apologizing, and making excuses 	<ul style="list-style-type: none"> Use <i>could</i> and <i>would</i> to make requests and give reasons Use cause and result clauses in complex sentences 	<ul style="list-style-type: none"> Talk about excuses you have made to get out of difficult situations Use intonation to show surprise
UNIT 6 <i>What's it like there?</i> Your culture Pages 52–59	<ul style="list-style-type: none"> Talk about the symbols and traditions of your country Ask about the symbols and traditions of your partner's country 	<ul style="list-style-type: none"> Understand details in conversations about unknown places Understand conversations involving opinions on living abroad Respond to questions asking for your opinions about new situations 	<ul style="list-style-type: none"> Read about a cultural trend Write about a cultural trend in your country 	<ul style="list-style-type: none"> Use words and expressions for symbols and traditions 	<ul style="list-style-type: none"> Use <i>wh</i>- questions Use relative pronouns 	<ul style="list-style-type: none"> Share a trend in your culture Use rhythm and stress to articulate sentences clearly

	SPEAKING/ INTERACTION	LISTENING	READING/ WRITING	VOCABULARY	GRAMMAR	PRESENTATION/ PRONUNCIATION
UNIT 7 <i>Do you remember when...?</i> Talking about the past Pages 60–67	<ul style="list-style-type: none"> • Talk about your past experiences • Ask about your partner's past experiences 	<ul style="list-style-type: none"> • Understand accounts providing details about past events • Respond to requests for information about your past experiences 	<ul style="list-style-type: none"> • Read a gratitude letter • Write a gratitude letter to someone who has helped you 	<ul style="list-style-type: none"> • Learn words and phrases for talking about past events 	<ul style="list-style-type: none"> • Use simple past • Use simple past forms of irregular verbs 	<ul style="list-style-type: none"> • Describe how someone helped you in the past • Say each syllable to help pronounce difficult words
UNIT 8 <i>Let's have a get-together!</i> Making plans Pages 68–75	<ul style="list-style-type: none"> • Make plans with a partner • Discuss having get-together in different cultures 	<ul style="list-style-type: none"> • Understand general information about a planned event 	<ul style="list-style-type: none"> • Read about planning events • Write a plan for your own event 	<ul style="list-style-type: none"> • Learn words and phrases for planning events 	<ul style="list-style-type: none"> • Use modal auxiliary verbs 	<ul style="list-style-type: none"> • Describe your plan for an event • Speak with rhythm to increase fluency
UNIT 9 <i>What should I do?</i> Asking for advice Pages 76–83	<ul style="list-style-type: none"> • Give advice to your partner • Ask you partner for advice 	<ul style="list-style-type: none"> • Understand advice 	<ul style="list-style-type: none"> • Read about the science of happiness • Write about positive experiences 	<ul style="list-style-type: none"> • Learn words and phrases for making recommendations and giving advice 	<ul style="list-style-type: none"> • Use the unreal conditional with <i>would</i>, <i>could</i>, and <i>if</i> 	<ul style="list-style-type: none"> • Talk about the good experiences you had this week • Stress key words to keep rhythm
UNIT 10 <i>Tell me a story.</i> Telling stories Pages 84–91	<ul style="list-style-type: none"> • Tell your partner a story • Ask questions about your partner's story • Discuss your dreams 	<ul style="list-style-type: none"> • Understand the order of events in a story 	<ul style="list-style-type: none"> • Read about the meanings of dreams • Write about a dream you had or that someone told you about 	<ul style="list-style-type: none"> • Learn words and phrases for different kinds of stories 	<ul style="list-style-type: none"> • Use simple past and past continuous 	<ul style="list-style-type: none"> • Describe a dream you had • Use stress and pauses to highlight sequence and disagreement
UNIT 11 <i>In my opinion...</i> Agreeing and disagreeing Pages 92–99	<ul style="list-style-type: none"> • State your opinion • Agree or disagree with your partner's opinion • Discuss a controversial issue 	<ul style="list-style-type: none"> • Understand whether someone agrees or disagrees with an action 	<ul style="list-style-type: none"> • Read about a controversial project • Write about something new or controversial 	<ul style="list-style-type: none"> • Learn words and phrases for agreeing or disagreeing with an opinion 	<ul style="list-style-type: none"> • Use present perfect 	<ul style="list-style-type: none"> • Share your thoughts on a controversial item in your country • Use word stress to emphasize key points
UNIT 12 <i>It's my dream!</i> Talking about dreams and goals Pages 100–107	<ul style="list-style-type: none"> • Talk about your future goals and plans • Ask your partner about his or her goals and plans for the future 	<ul style="list-style-type: none"> • Understand goals and future actions 	<ul style="list-style-type: none"> • Read about one person's 5-year plan • Write about your plans for the next 5 years 	<ul style="list-style-type: none"> • Learn words and phrases for talking about future goals 	<ul style="list-style-type: none"> • Use <i>will</i>, <i>be going to</i>, and <i>might</i> to talk about future plans 	<ul style="list-style-type: none"> • Talk about your goals for the next 5 years • Use word stress to emphasize key words in a sentence

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 2 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

VOCABULARY BUILDING

- Presents target vocabulary
- Activates learner knowledge

1

Have
you two
met?





VOCABULARY BUILDING

Relationships

1 TARGET WORDS

Match the pictures to the pictures.

friend	partner	classmate	neighbor	classmate	neighbor	classmate	neighbor
							

2 CONNECTION

Match. Check your answers.

PARTNER CONVERSATION Work with a partner. Have a conversation about people you know. Example: A: <i>My best friend is from...</i> B: <i>Really? Have a story from...</i>	
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2

It's time to meet!

1 LISTENING FOR INFERENCE: RELATIONSHIPS

Listen. Are they meeting for the first time? Circle YES or NO.

<p style="text-align: center; color: #0072bc;">YES / NO</p> <p>1. </p> <p>John is meeting Amy for the first time. YES / NO</p>	<p style="text-align: center; color: #0072bc;">YES / NO</p> <p>2. </p> <p>Alex and Brenda are meeting for the first time. YES / NO</p>
<p style="text-align: center; color: #0072bc;">YES / NO</p> <p>3. </p> <p>They met when they were in university for the first time. YES / NO</p>	<p style="text-align: center; color: #0072bc;">YES / NO</p> <p>4. </p> <p>Ann and Amanda are meeting for the first time. YES / NO</p>

2 LISTENING FOR GENERAL UNDERSTANDING: TOPICS

Listen again. Which topic is discussed first? Select 0 for none and 1 to 3. There is 1 extra.

1. weather 2. shopping 3. marriage 4. sports 5. work 6. their class	7. a problem 8. lunch 9. a meeting 10. moving 11. working 12. dating
--	---

3 ABOUT YOU

Listen. Fill in the questions. Then answer the questions about yourself.

Part 1: General

Part 2: About YOU


1. What's _____?	_____
2. Where _____?	_____
3. How _____?	_____
4. How's _____?	_____

Ask your partner the questions.

ENGLISH IN ACTION

Part 1: General

Part 2: About YOU



www.englishinaction.com

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LISTENING

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

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

[illegible]

PAIR WORK A

- Employs engaging information gap method
- Focuses on learning outcomes

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

[illegible]

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

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

GROUP WORK

Your Life in Your Hands

1 PRONUNCIATION MODEL: INTONATION AT THE END OF SENTENCES

Listen. Repeat. Listen. Then repeat out loud.

Tell me about your family. There are three people in my family. My mum, my dad, and me.
 What do you like to do in your free time? I like to run on the basketball court and shoot.
 How do you like to do it? I like listening to music, especially hip-hop.
 Do you have a job? I work at a store.

2 PREPARE

You will introduce a partner. What will you say? Think of it as interesting questions. Look at these ideas.

What does that mean?

free-time activities hobbies interests music basketball things you don't like

fail heart friend sports boy-girl friend boy-girl friend boy-girl friend

best

5 COMMUNICATE

Work in groups of 4. Divide the group into 3 pairs.

Go to a piece of paper. Write down 1 line about your partner's hand.

Interview your partner. Write your notes in the hand shape.

Introduce your partner to your group. Tell them what you learned.

His/Her _____ is/are _____ and _____.

His/Her _____ is/are _____ and _____.

Group members ask more questions.

HOW DID IT GO?

• I could ask a lot of interesting questions. 1 2 3 4

• I could understand my partner's answers. 1 2 3 4

• I felt successful talking about my life. 1 2 3 4

(All feedback sheets have 4 pages.)

REAL STORIES

My Personal Statement

1 SPOOGEY'S STORY

Spooge is applying for a study abroad program in the US. She needs to write a personal statement. Read her personal statement. Guess the ending word.

I'm an art student at a university in Seoul. I enjoy my art. Galleries very much. I am an _____, but my greatest love was Japanese. So I have an interest in all things Korean and Japanese, especially art. We studied Korean Art, so it was a real treat to learn more about the _____ American and European art during my year in the United States.

I was born and grew up in Seoul. My father is a designer and my mother is an art art _____.

Of course, as I was growing up, I was _____ and guided by my father and my mom, who both encouraged me to be an artist. So I have always been committed to my art.

Growing up, we also my favorite subject at school. I always got the best the _____.

In addition to art, _____ are important to me. I represented my school in _____ and rugby. I also enjoy playing volleyball socially here at the University. As I grew older, I am more aware of the contribution sports make to the development of the _____, etiquette, and human relations.

I am looking forward to making new friends and to the the _____ to help people in America learn about Korean culture.

2 THINK ABOUT THE STORY

Now answer these questions about the story.

- What is Spooge's reason for wanting to study in the US?
- What role has influenced Spooge's interest in art?
- Does Spooge like Korean is a well-accepted person? Why or why not?
- Does Spooge with Spooge's opinion about the value of sports? Why? Why not?


3 YOUR STORY

Write your own personal statement. What will you include in your personal statement? Use Spooge's story as a model.

Now work in groups of 3 or 4. Present your personal statement.

4 PRESENTATION MODEL

Now give a presentation (model).



presentations through the model

FRUSTRATION CHECK:

• Keep going

• Try not to stress another partner

• Interview your partner

• Memory Challenge

In your group of 4, what do you remember about each person?

Try this Extra Listening for Unit 1, page 118.

- 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/englishfirstandsecond

- **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-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

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 2

FIND SOMEONE WHO...

LANGUAGE MODEL

Have you **visited** another **country**?

▶ Yes, I **have**. / No, I **haven't**.

Do you **like** music?

▶ Yes, I **do**. / No, I **don't**.

Are you excited about this **class**?

▶ Yes, I **am**. / No, I'm **not**.

- 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.
Write extra information next to the "+".

HAVE YOU... ? WHERE? WHEN?

1. _____ has visited another country.
+ (Where? When?) _____

ARE YOU... ? WHY?

2. _____ is really happy today.
+ _____

ARE YOU... ? WHY OR WHY NOT?

3. _____ is / isn't excited about this class.
+ _____

ARE YOU... ? HOW MANY PEOPLE?

4. _____ is from a big family.
+ _____

DO YOU... ? WHY... ?

5. _____ likes mornings.
+ _____

DO YOU... ? WHAT KIND?

6. _____ likes music.
+ _____

DO YOU... ? WHERE?

7. _____ has a part-time job.
+ _____

ARE YOU... ? WHY?

8. _____ is unhappy today.
+ _____

HAVE YOU... ? WHEN?

9. _____ has played on a sports team.
+ _____

DO YOU... ? WHAT KIND?

10. _____ has a pet.
+ _____

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

Examples: *That's _____, She is / has...*
That's _____, He is / has...

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:

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:

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:

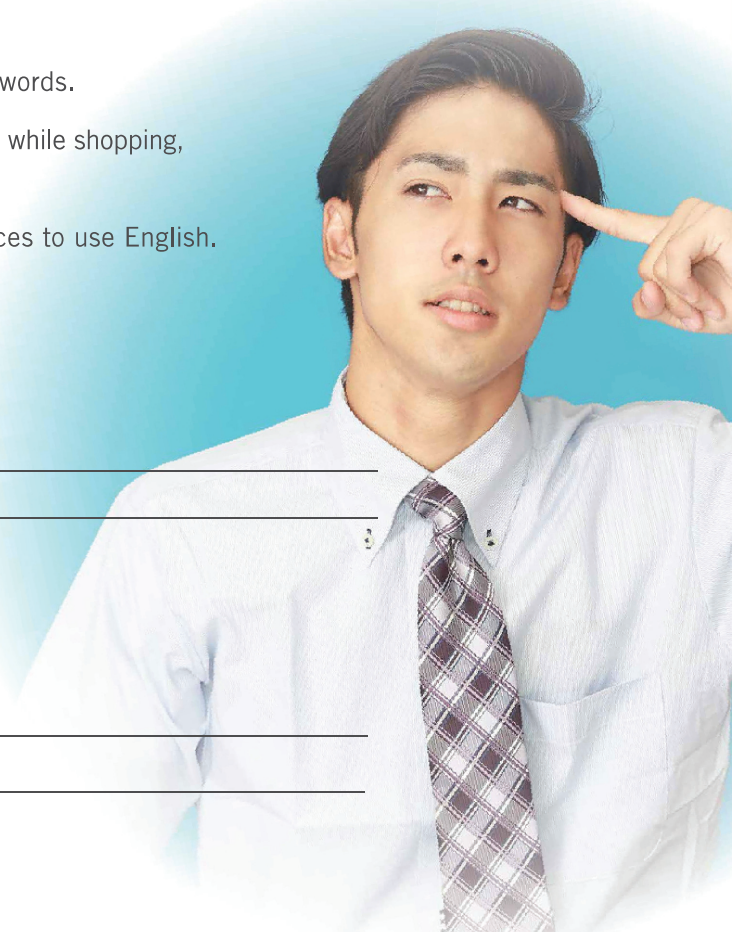
2

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!*



STEPS TO SUCCESS

How do you learn best? Here are **12 ways** you can improve your English by using *English Firsthand 2*. 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!

Have you two met?



VOCABULARY BUILDING

Relationships

1

TARGET WORDS

Match the people to the pictures.

friend	boss	partner	customer	wife	colleague	roommate	stranger
coworker	teacher	neighbor	husband	classmate	client	relative	administrator

PERSONAL RELATIONSHIPS



friend _____



p _____



h _____



w _____



re _____



ro _____

PROFESSIONAL RELATIONSHIPS



b _____



cu _____



col _____

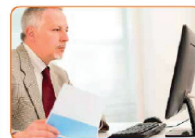


cow _____



cl _____

OTHER RELATIONSHIPS



a _____



t _____



st _____



n _____



cl _____

2

1-1

CONNECT

Listen. Check your answers.

EXTRA

PARTNER CONVERSATION

Work with a partner. Have a conversation about people you know.

Example: A: My best friend is from _____.

B: Really? I have a friend from _____.



MyMobileWorld

Extra learning activities at

pearsonelt.com/englishfirsthand



1

1-2-1-5

LISTENING FOR INFERENCE: RELATIONSHIPS

Listen. Are they meeting for the first time? Circle YES or NO.

1-2

1.



Jake is meeting Andy for the first time.

YES / NO

1-3

2.



Alex and Brenda are meeting for the first time.

YES / NO

1-4

3.



Tracy and Nina are meeting for the first time.

YES / NO

1-5

4.



Kim and Angela are meeting for the first time.

YES / NO

2

LISTENING FOR GENERAL UNDERSTANDING: TOPICS

Listen again. Which topic is discussed first? Second? Number them 1 and 2. There is 1 extra.

- | | |
|-----------------|------------------|
| 1. ___ weather | 3. ___ a problem |
| ___ shopping | ___ lunch |
| ___ marriage | ___ a meeting |
| 2. ___ sports | 4. ___ moving |
| ___ work | ___ working |
| ___ their class | ___ dating |

3

1-6

ABOUT YOU

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

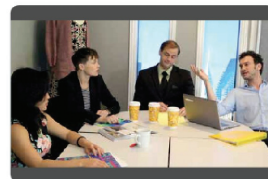
- What's _____?
- Where _____?
- _____, isn't it?
- How's _____?

Ask your partner the questions.



ENGLISH IN ACTION

Start Up: Episode 1
AN EXCITING RIDE



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1

1-7

SET UP Listen. A man sees a woman he met last year.



- in class
- studying at UCLA
- at the Big Three concert
- working at Music Express



- studying art
- working at Coffee Time



- the partner
- how I feel



- get some food
- catch up

2

PRACTICE

Practice the conversation with a partner.

Use the blue and orange words.

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

EXTRA

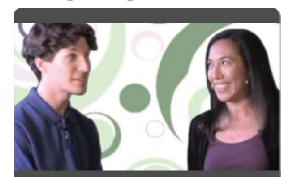
3-MINUTE CONVERSATION TASK

- Close your book.
- Have a conversation. English only.
- Talk about your life and interests.



CONVERSATION MODEL

Recognizing someone



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