

# 15 Firsts from English Firsthand

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

These days, most coursebooks look great. They have wonderful graphics and lots of smiling characters. When you are doing the quick “flip test” – looking through books to decide what you are going to use next year – it is hard to notice nuance. Here are 15 things we hope you notice about the new edition of English Firsthand. 15 things that *Firsthand* has that most other books don’t.



**1. Choice on every page.** Every teacher has a different situation. The “**red ball curriculum**” – 2 or 3 red balls on the left side of each page – tell you what is essential. Then, at the bottom right corner of every page there is an optional activity. The extra optional activities allow you to fit the textbook to your student’s needs.



**2 My Mobile World (MMW).** This complete online learning system will help your students study more effectively and will make your teaching easier. There isn’t enough room here to explain everything but 3 things you should know: The design was **supervised by English teachers who are also techies**. They know what we want and need (as opposed to most systems where the techies just do what they usually do). Second, the book + MMW is **only 200 yen** more than just buying the book. And finally, but most importantly it is **simple to use**.

**3. About you.** A personalized listening task, which has students answer questions from the listening about their own lives. An improvement in the new edition: Students write the question first (essentially, doing a dictation), then write their own answer. So it balances accuracy and fluency. Students need both.



**4. Start up.** A “cliffhanger video.” Each episode ends in a dilemma. Discussion questions (with something really worth discussing) rather than the “same old/same old” comprehension questions. The main character is Yumi: a strong Japanese woman – a good role model for male and female students alike. Available for Levels 1 and 2.

**5. Balanced, natural conversations.** Textbook conversations are often too long so become reading exercises and the amount each speaker says is not balanced i.e. one student is busy (too busy) and the other is just waiting. *Firsthand* conversations are carefully written ‘mini-stories’ with amusing twists at the end. Each is short enough to be a conversation model with each speaker having an equal amount to say. Language is natural with common fillers built in, for example, “Me? Well... actually” or “Well... you know” etc.

**6. Inner voice bubbles.** These bubbles in the conversations get students imagining what the speaker was really thinking when they were talking. Great for classroom discussions too!

**7. Conversation model videos.** The conversation model video features Adam, the Drama Coach. He suggests ways the student can adapt and practice the situational dialogs in interesting, communicative ways before students watch actors bringing the written conversations to life!

**8. Grammar models** with “**Fill in the blanks.**” On the Pair work page, students read and try to figure out the missing words. It provides the necessary challenge to get students actively learning: focusing on meaning + form. And they focus on this before the task-based Pair work so the target language is recycled many times. Giving students the repetition needed for learning.

**9. Extra Challenge** on the Pair work page, **Finished? Choose one** on the Group work page. These extra mini-tasks for learners who finish early keep them practicing and focused while “buying time” for the other students to finish.

**10. Real stories** is a 5 skills integrated-task to end each unit. The order is important: reading → listening → critical thinking → writing → speaking

Reading presents the language in context while at the same time providing a writing model for use in subsequent steps. The unique design of this page ensures each new step reinforces previous ones giving students confidence to finally speak out.

**11. Presentation model videos** allow students to actually see people doing their own “mini-presentation” on the unit’s topic. Gina, the Presentation Coach, gives a tip for effective speaking in each unit. Students present to each other in groups of 3 or 4.



**12. Practice tests** including learner reflection. These are in the Student Book after every other unit. In reality, you can use these as the real tests. It gives you ongoing assessment right there in the book. Students do it, tear it out and give it the teacher: Quick, simple, easy. (Of course, there are also unit tests, semester tests and an exit test if your teaching situation requires those.)

**13. ActiveTeach** is like having the whole book on PowerPoint™ but it is better than that. All the videos, audio and answer keys are there at a click of the mouse and the order is very flexible. And now your book can be as big as your wall making it great for giving instructions.

**14. The Teacher’s Manual (TM)** has at least 3 extra activities in every unit. No matter how much you love a book, you want to get the students out of it regularly. Also, the teacher’s script gives instructions in short, easy-to-understand sentences. This is especially important for new teachers or those who didn’t have time to really plan the lesson. Contact your Pearson rep or [elt.jp@pearson.com](mailto:elt.jp@pearson.com) for more information.



**15. GSE (The Global Scale of English).** The *Firsthand* syllabus is tied to the GSE, a standardized scale from 10 to 90 which measures English language proficiency with clear references to the CEFR (Common European Framework of Reference: A2, B1, etc.). This makes the learning objectives clear and shows what learners can do at a more granular scale.



***Firsthand just got better.  
English Firsthand is active learning.***