



ENGLISH **FIRSTHAND**

ALIGNMENT WITH THE GLOBAL SCALE OF ENGLISH
AND THE COMMON EUROPEAN FRAMEWORK OF REFERENCE

ACCESS





ENGLISH FIRSTHAND

ENGLISH FIRSTHAND is a best-selling communication series that reinforces active learning and gets students thinking and speaking creatively. Students learn English by using English, and the goal of English Firsthand is to allow them to feel that English is their own language, a language to use for personal expression. The successful English Firsthand methodology covers the four skills with a focus on communication. Revised and aligned to the Global Scale of English, this edition features an innovative mobile resource and new videos to engage and motivate students, and has a renewed focus on measuring learner outcomes.

Course Components

- Student's Book
- Student's Book with MyMobileWorld
- Downloadable Workbook
- Teacher's Manual with CD-ROM
- ActiveTeach
- Classroom Audio CDs
- Companion website www.pearsonelt.com/englishfirsthand

The Global Scale of English and the Common European Framework of Reference

The Global Scale of English is a standardized, granular scale from 10 to 90 which measures English language proficiency. It is aligned with the Common European Framework of Reference (CEFR). Unlike the CEFR, which describes proficiency in terms of broad levels, the Global Scale of English identifies what a learner can do at each point on a more granular scale—and within a CEFR level. The scale is designed to motivate learners by demonstrating incremental progress in their language ability. The Global Scale of English forms the backbone for Pearson English course material and assessment.

CEFR and the Global Scale of English both comprise a number of Can Do statements, or “learning objectives”, for each of the four language skills, describing what learners should be able to do at different levels of proficiency. The learning objectives are written to reflect what a student ‘Can Do’ with language without regard to the context in which a language skill may surface. The GSE Learning Objectives have been aligned to the CEFR and many additional statements created, rated for difficulty, and calibrated to the scale.

This document provides an overview of the learning objectives that are covered in each unit of the course. As the learning objectives focus specifically on language skills, some learning objectives will be repeated multiple times, a reflection of the fact that skills are built through practice in multiple contexts.

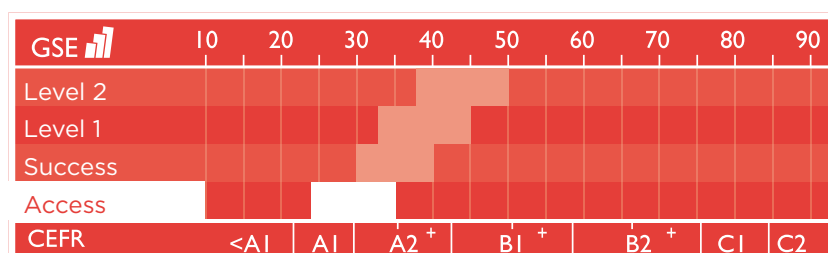
In order for a learner to successfully learn and internalize a skill (with the goal of achieving mastery in the second or foreign language), it is important to encounter the skill in a variety of contexts. The content of the English Firsthand course is designed to provide learners with multiple touch points from which to explore the possibilities for using all language skills. From conversations in the home to communication in a store, learners will have a variety of opportunities to improve their agility and fluency with the various skills.

For each learning objective we indicate whether a statement is from the original CEFR or newly created by Pearson English:

- (C) Common European Framework descriptor, verbatim, © Council of Europe
- (CA) Common European Framework descriptor, adapted or edited, © Council of Europe
- (CJA) CEFR-J descriptor, adapted or edited
- (CSE_A) EIKEN descriptor from the CSE, adapted or edited. CSE is the Common Scale for English developed by the Eiken Foundation of Japan.
- (N2000) North (2000) descriptor, verbatim
- (N2000_A) North (2000) descriptor, adapted or edited
- (P) New Pearson English descriptor

Visit [English.com/gse](https://www.english.com/gse) to learn more about the Global Scale of English.

English Firsthand, Fifth Edition is aligned with the Global Scale of English and the Common European Framework of Reference. It takes learners from CEFR A1 to B1 (24-50 on the Global Scale of English) over the four levels of the course. English Firsthand Access progresses from A1 to A2 on the CEFR (24-35 on the Global Scale of English). Each lesson guides students to a ‘Can Do’ goal in line with the Global Scale of English and the Common European Framework ‘Can Do’ statements.



Learn more about the Global Scale of English at [english.com/gse](https://www.english.com/gse)

UNIT 1 How are you?

Grammar – Using *wh-* and *yes/no* questions to exchange personal information

Vocabulary – Talking about hobbies and interests

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE
Listening	Can understand basic information about free time activities. (P)	27	A1 (22-29)	13
	Can recognize phrases and content words related to familiar topics (e.g. shopping, local geography). (C)	31	A2 (30-35)	13
Reading	Can understand familiar phrases in a simple text. (P)	29	A1 (22-29)	19
Speaking	Can ask someone about their hobbies and activities using simple language. (P)	31	A2 (30-35)	13
	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (C _A)	25	A1 (22-29)	13
	Can introduce themselves in a basic way, giving some information about where they live, their family etc. (CSE _A)	22	A1 (22-29)	14, 19
	Can use brief, everyday expressions to ask for and give personal details. (C _A)	32	A2 (30-35)	15, 16
	Can answer simple questions and respond to simple statements in an interview. (C)	37	A2+ (36-42)	18
	Can say what they like and dislike. (C)	34	A2 (30-35)	18
Writing	Can write simple sentences about personal interests. (P)	27	A1 (22-29)	13
	Can give personal details in written form in a limited way. (C _A)	31	A2 (30-35)	19

UNIT 2 Do you understand?

Grammar – Using imperatives to give orders and instructions

Vocabulary – Describing classroom activities

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE
Listening	Can understand short, simple instructions addressed carefully and slowly. (CA)	23	A1 (22-29)	21
	Can understand questions addressed carefully and slowly. (CA)	23	A1 (22-29)	21
Reading	Can follow basic instructions for making something simple. (P)	28	A1 (22-29)	23
	Can follow simple instructions to carry out a straightforward task. (P)	29	A1 (22-29)	24, 27
Speaking	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (CA)	25	A1 (22-29)	21
	Can initiate and respond to simple statements on very familiar topics. (CA)	30	A2 (30-35)	22-24
	Can ask for repetition and clarification when they don't understand, using basic fixed expressions. (P)	30	A2 (30-35)	22-24
	Can give simple instructions to complete a basic task, given a model. (P)	37	A2+ (36-42)	26
	Can talk about everyday things (e.g. people, places, job, study) in a basic way. (CA)	31	A2 (30-35)	27
Writing	Can give personal details in written form in a limited way. (CA)	31	A2 (30-35)	21
	Can write cardinal numbers from 1 to 20 as words. (CSE _A)	12	<A1 (10-21)	25
	Can write basic instructions with a simple list of points. (P)	39	A2+ (36-42)	26, 27

UNIT 3 This is my room.

Grammar – Using *there is* and *there are* to say where things are

Vocabulary – Talking about personal items

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE
Listening	Can recognize phrases and content words related to basic personal and family information. (CA)	30	A2 (30-35)	29
	Can follow short, simple social exchanges. (P)	33	A2 (30-35)	29
Reading	Can understand familiar phrases in a simple text. (P)	29	A1 (22-29)	35
Speaking	Can use a limited range of fixed expressions to describe objects, possessions, or products. (P)	35	A2 (30-35)	29
	Can make simple transactions in shops, post offices and banks. (CA)	33	A2 (30-35)	30
	Can describe the position of something in a very basic way. (P)	23	A1 (22-29)	31, 32
	Can talk about furniture and rooms using simple language. (P)	31	A2 (30-35)	34, 35
Writing	Can write simple sentences about things that they and other people have. (P)	25	A1 (22-29)	29
	Can write a simple description of a room, house or apartment. (P)	31	A2 (30-35)	34, 35

UNIT 4 When do you get up?

Grammar – Using *yes/no* questions to learn about daily routines

Vocabulary – Talking about daily routines and schedules

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE
Listening	Can understand information related to people's daily routines. (P)	32	A2 (30-35)	37
	Can understand the time of day when expressed to within five minutes. (P)	23	A1 (22-29)	37
Reading	Can understand simple questions in questionnaires on familiar topics. (P)	31	A2 (30-35)	39, 40
	Can understand familiar phrases in a simple text. (P)	29	A1 (22-29)	43
Speaking	Can indicate time by such phrases as 'next week', 'last Friday', 'in November', 'three o'clock'. (C)	25	A1 (22-29)	37
	Can tell the time of day to within five minutes. (P)	22	A1 (22-29)	38
	Can ask for and provide things using simple phrases. (C _A)	31	A2 (30-35)	38
	Can ask someone about their hobbies and activities using simple language. (P)	31	A2 (30-35)	39, 40
	Can ask simple questions to find out about a subject. (P)	31	A2 (30-35)	42
	Can describe a person's hobbies and activities using simple language. (P)	30	A2 (30-35)	43
Writing	Can write times using both digits and words. (P)	29	A1 (22-29)	37
	Can write simple sentences about someone's life and routines. (P)	28	A1 (22-29)	43

UNIT 5 Who's that?

Grammar – Using wh- questions to learn about someone

Vocabulary – Talking about family members

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE
Listening	Can recognize phrases and content words related to basic personal and family information. (C _A)	30	A2 (30-35)	45
Reading	Can understand familiar phrases in a simple text. (P)	29	A1 (22-29)	51
Speaking	Can ask and answer basic questions about family and friends in a limited way. (P)	22	A1 (22-29)	45-48, 50
	Can give a short description of their home, family and job, given some help with vocabulary. (P)	30	A2 (30-35)	51
Writing	Can write simple sentences about their family and where they live. (C _A)	27	A1 (22-29)	45, 47-48, 51
	Can ask for personal details in written form in a limited way. (C _A)	36	A2+ (36-42)	50

UNIT 6 That's a great shirt!

Grammar – Using *some*, *any* and *a lot* to talk about the clothes you buy

Vocabulary – Describing clothes

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE
Listening	Can understand simple, everyday conversations if conducted slowly and clearly. (C _A)	33	A2 (30-35)	53
	Can recognize phrases and content words related to familiar topics (e.g. shopping, local geography). (C)	31	A2 (30-35)	53
Reading	Can understand familiar phrases in a simple text. (P)	29	A1 (22-29)	59
Speaking	Can exchange simple information on everyday topics, provided the other person speaks slowly and clearly and is prepared to help. (C _A)	34	A2 (30-35)	53
	Can ask basic questions about colour, size, price etc. when shopping. (CSE _A)	30	A2 (30-35)	54-56
	Can say what they like and dislike. (C)	34	A2 (30-35)	58
	Can talk about everyday things (e.g. people, places, job, study) in a basic way. (C _A)	31	A2 (30-35)	59
Writing	Can write simple sentences about a familiar object. (P)	29	A1 (22-29)	53
	Can write short texts about their likes and dislikes using basic fixed expressions. (P)	34	A2 (30-35)	58
	Can write simple sentences about what they and other people do. (C _A)	30	A2 (30-35)	59

UNIT 7 I love weekends!

Grammar – Using frequency adverbs to talk about your activities

Vocabulary – Talking about free-time activities

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE
Listening	Can understand basic information about free time activities. (P)	27	A1 (22-29)	61
	Can recognize phrases and content words related to familiar topics (e.g. shopping, local geography). (C)	31	A2 (30-35)	61
Reading	Can understand familiar phrases in a simple text. (P)	29	A1 (22-29)	67
Speaking	Can describe a person's hobbies and activities using simple language. (P)	30	A2 (30-35)	61
	Can say what they like and dislike. (C)	34	A2 (30-35)	62
	Can ask someone about their hobbies and activities using simple language. (P)	31	A2 (30-35)	63, 64
	Can ask simple questions in a face-to-face survey. (P)	34	A2 (30-35)	66
	Can answer simple questions in a face-to-face survey. (P)	34	A2 (30-35)	66
Writing	Can describe habits and routines. (CA)	38	A2+ (36-42)	67
	Can write simple sentences about personal interests. (P)	27	A1 (22-29)	61
	Can write simple sentences about someone's life and routines. (P)	28	A1 (22-29)	66
	Can write about everyday things (e.g. people, places, job, study) in linked sentences. (CA)	41	A2+ (36-42)	67

UNIT 8 Let's eat!

Grammar – Using count and non-count nouns with quantifiers: *some, a lot, a little, a few, much, and several*

Vocabulary – Talking about planning events

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE
Listening	Can recognize phrases and content words related to familiar topics (e.g. shopping, local geography). (C)	31	A2 (30-35)	69
	Can understand simple language related to prices and quantities. (P)	20	<A1 (10-21)	69
Reading	Can understand familiar phrases in a simple text. (P)	29	A1 (22-29)	75
Speaking	Can express preferences about food and drink using basic fixed expressions. (P)	28	A1 (22-29)	69, 74, 75
	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (CA)	25	A1 (22-29)	70
	Can communicate in routine tasks requiring simple, direct exchanges of information. (CA)	36	A2+ (36-42)	71, 72
	Can describe skills and abilities using simple language. (P)	33	A2 (30-35)	74
Writing	Can write short texts about their likes and dislikes using basic fixed expressions. (P)	34	A2 (30-35)	69, 75

UNIT 9 I really enjoy it!

Grammar – Using the present continuous to describe what someone is doing

Vocabulary – Talking about sports and exercise

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE
Listening	Can get the gist of short, simple stories if told slowly and clearly. (P)	37	A2+ (36-42)	77
	Can recognize phrases and content words related to familiar topics (e.g. shopping, local geography). (C)	31	A2 (30-35)	77
Reading	Can understand familiar phrases in a simple text. (P)	29	A1 (22-29)	83
Speaking	Can give a short, basic description of events and activities. (C)	42	A2+ (36-42)	77
	Can describe basic activities or events that are happening at the time of speaking. (P)	33	A2 (30-35)	78-80
	Can initiate and respond to simple statements on very familiar topics. (CA)	30	A2 (30-35)	82
	Can describe a person's hobbies and activities using simple language. (P)	30	A2 (30-35)	83
Writing	Can write simple sentences about personal interests. (P)	27	A1 (22-29)	83

UNIT 10 Welcome to my home.

Grammar – Using prepositions of location to say where things are; Using imperatives to give instructions

Vocabulary – Talking about where things are in your house

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE
Listening	Can get the gist of short, simple stories if told slowly and clearly. (P)	37	A2+ (36-42)	85
	Can understand basic factual statements. (CSE _A)	26	A1 (22-29)	85
Reading	Can understand familiar phrases in a simple text. (P)	29	A1 (22-29)	91
Speaking	Can describe the position of something in a very basic way. (P)	23	A1 (22-29)	85
	Can give simple instructions to complete a basic task, given a model. (P)	37	A2+ (36-42)	86-88
	Can talk about furniture and rooms using simple language. (P)	31	A2 (30-35)	90, 91
Writing	Can write a simple description of a room, house or apartment. (P)	31	A2 (30-35)	90, 91

UNIT 11 Where did you go?

Grammar – Using the simple past tense to talk about past activities

Vocabulary – Talking about past activities

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE
Listening	Can get the gist of short, simple stories if told slowly and clearly. (P)	37	A2+ (36-42)	93
	Can understand basic information about someone's likes and dislikes. (P)	25	A1 (22-29)	93
Reading	Can understand familiar phrases in a simple text. (P)	29	A1 (22-29)	99
Speaking	Can ask and answer questions about past times and past activities. (C)	40	A2+ (36-42)	93, 94, 98, 99
	Can tell a story or describe something in a simple list of points. (C)	40	A2+ (36-42)	95, 96
Writing	Can write short basic descriptions of past events and activities. (P)	39	A2+ (36-42)	93, 99

UNIT 12 Will I be famous?

Grammar – Using *going to* and *will* to talk about the future

Vocabulary – Talking about future goals

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE
Listening	Can get the gist of short, simple stories if told slowly and clearly. (P)	37	A2+ (36-42)	101
	Can recognize phrases and content words related to familiar topics (e.g. shopping, local geography). (C)	31	A2 (30-35)	101
Reading	Can understand familiar phrases in a simple text. (P)	29	A1 (22-29)	107
Speaking	Can ask and answer questions about basic plans and intentions. (P)	38	A2+ (36-42)	101
	Can make simple predictions about the future. (P)	42	A2+ (36-42)	102, 103, 104
	Can ask and answer questions about basic plans and intentions. (P)	38	A2+ (36-42)	103, 104, 106, 107
Writing	Can write simple plans and arrangements on a calendar or in a diary. (CSE _A)	31	A2 (30-35)	106, 107

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