



# *ENGLISH* **FIRSTHAND**

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

# 2







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

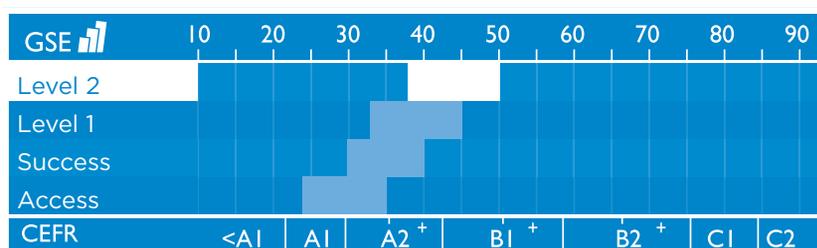
In order for a learner to successfully learn and internalize a skill (with the goal of achieving mastery in the second or foreign language), it is important to encounter the skill in a variety of contexts. The content of the English Firsthand course is designed to provide learners with multiple touch 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
- (C<sub>A</sub>) Common European Framework descriptor, adapted or edited, © Council of Europe
- (C<sub>J</sub><sub>A</sub>) CEFR-J descriptor, adapted or edited
- (CSE<sub>A</sub>) 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<sub>A</sub>) 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, Level 2 progresses from A2+ to B1 on the CEFR (38-50 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 Have you two met?

**Grammar:** Using simple present and present perfect verbs to exchange personal information; Express facts, using multiple tenses

**Vocabulary:** Describing people, talking about relationships and goals

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE
Listening	Can generally identify the topic of discussion around them when conducted slowly and clearly. (C)	39	A2+ (36-42)	13
Reading	Can understand short, simple narratives and biographies. (C <sub>A</sub> )	39	A2+ (36-42)	19
	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C <sub>A</sub> )	46	B1 (43-50)	19
	Can read a simple text and extract factual details. (P)	35	A2 (30-35)	19
	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36-42)	19
Speaking	Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36-42)	12, 14-16
	Can introduce themselves, their hobbies and interests in a basic way. (C <sub>A</sub> )	26	A1 (22-29)	13
	Can say what they like and dislike. (C)	34	A2 (30-35)	14
	Can answer simple questions and respond to simple statements in an interview. (C)	37	A2+ (36-42)	18
	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000A)	38	A2+ (36-42)	18
Writing	Can give personal details in written form in a limited way. (C <sub>A</sub> )	31	A2 (30-35)	13
	Can ask for personal details in written form in a limited way. (C <sub>A</sub> )	36	A2+ (36-42)	15, 16
	Can write short texts about their likes and dislikes, with explanations. (CSE <sub>A</sub> )	38	A2+ (36-42)	19
	Can write short basic descriptions of past events and activities. (P)	39	A2+ (36-42)	19

## UNIT 2 You must be excited!

**Grammar:** Using the real conditional to talk about present and future events; Using adjectives to talk about a range of emotions

**Vocabulary:** Expressing positive and negative emotions

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE
Listening	Can recognize a speaker's feelings or attitudes. (P)	50	B1 (43-50)	21
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36-42)	21
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (CA)	46	B1 (43-50)	27
	Can generally understand straightforward factual texts on familiar topics. (CA)	46	B1 (43-50)	27
	Can identify specific information in a simple factual text. (P)	39	A2+ (36-42)	27
Speaking	Can express how they feel in simple terms. (CA)	38	A2+ (36-42)	20
	Can give detailed accounts of experiences, describing feelings and reactions. (C)	49	B1 (43-50)	22, 26
	Can give a short, basic description of events and activities. (C)	42	A2+ (36-42)	23, 24
	Can initiate, maintain and close simple, face-to-face conversations on familiar topics. (CA)	46	B1 (43-50)	26
Writing	Can write simple sentences about their feelings. (P)	32	A2 (30-35)	21
	Can write a basic description of experiences, feelings and reactions, given a model. (P)	44	B1 (43-50)	27

## UNIT 3 Where should I go?

**Grammar:** Distinguishing between comparatives and superlatives to describe places; Using amplifiers in expressions of comparison

**Vocabulary:** Describing places

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE
Listening	Can generally identify the topic of discussion around them when conducted slowly and clearly. (C)	39	A2+ (36-42)	29
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36-42)	29
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C <sub>A</sub> )	46	B1 (43-50)	35
	Can identify specific information in a simple factual text. (P)	39	A2+ (36-42)	35
Speaking	Can communicate in routine tasks requiring simple, direct exchanges of information. (C <sub>A</sub> )	36	A2+ (36-42)	29
	Can talk about everyday things (e.g. people, places, job, study) in a basic way. (C <sub>A</sub> )	31	A2 (30-35)	30
	Can express opinions and react to practical suggestions of where to go, what to do, etc. (C <sub>A</sub> )	51	B1+ (51-58)	31, 32
	Can compare and contrast alternatives about what to do, where to go, etc. (C <sub>A</sub> )	53	B1+ (51-58)	33
	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000 <sub>A</sub> )	38	A2+ (36-42)	34
Writing	Can write a basic description of experiences, feelings and reactions, given a model. (P)	44	B1 (43-50)	35

## UNIT 4 I love that!

**Grammar:** Using superlative adjectives to describe an event; Using tag questions

**Vocabulary:** Expressing and sharing opinions

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE
Listening	Can recognize when speakers disagree in a conversation conducted slowly and clearly. (P)	36	A2+ (36-42)	37
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36-42)	37
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (CA)	46	B1 (43-50)	43
	Can generally understand straightforward factual texts on familiar topics. (CA)	46	B1 (43-50)	43
	Can identify specific information in a simple factual text. (P)	39	A2+ (36-42)	43
	Can infer meaning based on information in a text. (P)	55	B1+ (51-58)	43
Speaking	Can explain what they like or dislike about something. (C)	40	A2+ (36-42)	36
	Can discuss films, books or plays in simple terms, using fixed expressions. (P)	50	B1 (43-50)	36
	Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36-42)	37, 38
	Can express opinions using simple language. (P)	45	B1 (43-50)	38, 42
	Can give an opinion when asked directly, provided they can ask for repetition. (CA)	45	B1 (43-50)	39, 40
	Can express belief, opinion, agreement and disagreement politely. (C)	45	B1 (43-50)	39, 40
	Can ask someone to clarify or elaborate on what they have just said. (C)	50	B1 (43-50)	42
Writing	Can write short texts about their likes and dislikes, with explanations. (CSE <sub>A</sub> )	38	A2+ (36-42)	37, 39-40
	Can write descriptions of past events, activities, or personal experiences. (P)	47	B1 (43-50)	43

## UNIT 5 What's your excuse?

**Grammar:** Using *could* and *would* to make requests and give reasons; Using cause and result clauses in complex sentences

**Vocabulary:** Stating a problem, apologizing, and making excuses

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE
Listening	Can follow everyday conversations, with some repetition of particular words and phrases. (P)	44	B1 (43-50)	45
	Can listen to a short narrative and predict what will happen next. (N2000)	43	B1 (43-50)	45
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C <sub>A</sub> )	46	B1 (43-50)	51
	Can generally understand straightforward factual texts on familiar topics. (C <sub>A</sub> )	46	B1 (43-50)	51
	Can infer meaning based on information in a text. (P)	55	B1+ (51-58)	51
Speaking	Can describe events, real or imagined. (C)	47	B1 (43-50)	44
	Can communicate in routine tasks requiring simple, direct exchanges of information. (C <sub>A</sub> )	36	A2+ (36-42)	45, 47-48
	Can relate the basic details of unpredictable occurrences (e.g. an accident). (C <sub>A</sub> )	54	B1+ (51-58)	46
	Can make and accept a simple apology. (P)	31	A2 (30-35)	46
	Can ask for and provide things using simple phrases. (C <sub>A</sub> )	31	A2 (30-35)	47, 48
	Can make an apology with brief excuses or reasons. (P)	45	B1 (43-50)	50
Writing	Can write descriptions of past events, activities, or personal experiences. (P)	47	B1 (43-50)	45, 51

## UNIT 6 What's it like there?

**Grammar:** Using *wh-* questions; Using relative pronouns *who*, *whom*, *which*, and *that*

**Vocabulary:** Talking about symbols and traditions

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE
Listening	Can follow everyday conversations, with some repetition of particular words and phrases. (P)	44	B1 (43-50)	53
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C <sub>A</sub> )	46	B1 (43-50)	59
	Can generally understand straightforward factual texts on familiar topics. (C <sub>A</sub> )	46	B1 (43-50)	59
	Can identify specific information in a simple factual text. (P)	39	A2+ (36-42)	59
Speaking	Can communicate in routine tasks requiring simple, direct exchanges of information. (C <sub>A</sub> )	36	A2+ (36-42)	53, 55-56, 58
	Can give detailed accounts of experiences, describing feelings and reactions. (C)	49	B1 (43-50)	54
Writing	Can write simple texts giving key information about their culture (e.g. food, national holidays, festivals). (CSE <sub>A</sub> )	42	A2+ (36-42)	55, 58-59
	Can write short, basic descriptions of places, people or things. (P)	38	A2+ (36-42)	58

## UNIT 7 Do you remember when...?

**Grammar:** Using the past simple; Using the past simple forms of irregular verbs

**Vocabulary:** Talking about past events

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE
Listening	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (C <sub>A</sub> )	47	B1 (43-50)	61
	Can recognize a speaker's feelings or attitudes. (P)	50	B1 (43-50)	61
Reading	Can generally understand details of events, feelings and wishes in letters, emails and online postings. (C <sub>A</sub> )	51	B1+ (51-58)	67
	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C <sub>A</sub> )	46	B1 (43-50)	67
	Can identify specific information in simple letters, brochures and short articles. (C <sub>A</sub> )	37	A2+ (36-42)	67
	Can infer meaning based on information in a text. (P)	55	B1+ (51-58)	67
Speaking	Can give detailed accounts of experiences, describing feelings and reactions. (C)	49	B1 (43-50)	60, 62, 64, 66
	Can communicate in routine tasks requiring simple, direct exchanges of information. (C <sub>A</sub> )	36	A2+ (36-42)	61
	Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36-42)	63-64
	Can ask and answer questions about past times and past activities. (C)	40	A2+ (36-42)	66
	Can engage in extended conversation in a clearly participatory fashion on most general topics. (C <sub>A</sub> )	61	B2 (59-66)	66
Writing	Can write short basic descriptions of past events and activities. (P)	39	A2+ (36-42)	61
	Can write personal emails/letters giving some details of events, experiences and feelings. (C <sub>A</sub> )	48	B1 (43-50)	67

## UNIT 8 Let's have a get-together!

**Grammar:** Using modal auxiliary verbs: *need to*, *should*, *must*, and *have to*

**Vocabulary:** Talking about planning events

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE
Listening	Can follow everyday conversations, with some repetition of particular words and phrases. (P)	44	B1 (43-50)	69
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36-42)	69
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C <sub>A</sub> )	46	B1 (43-50)	75
	Can generally understand straightforward factual texts on familiar topics. (C <sub>A</sub> )	46	B1 (43-50)	75
	Can identify specific information in simple letters, brochures and short articles. (C <sub>A</sub> )	37	A2+ (36-42)	75
	Can identify specific information in a simple factual text. (P)	39	A2+ (36-42)	75
Speaking	Can describe events, real or imagined. (C)	47	B1 (43-50)	68
	Can communicate in routine tasks requiring simple, direct exchanges of information. (C <sub>A</sub> )	36	A2+ (36-42)	69, 71-72
	Can make simple future arrangements and plans with reference to a diary or schedule. (P)	42	A2+ (36-42)	70, 74
	Can express opinions and react to practical suggestions of where to go, what to do, etc. (C <sub>A</sub> )	51	B1+ (51-58)	74
Writing	Can write short texts about their likes and dislikes using basic fixed expressions. (P)	34	A2 (30-35)	69
	Can write a description of a future event or activity. (P)	46	B1 (43-50)	75

## UNIT 9 What should I do?

**Grammar:** Using the unreal conditional with *if + would* or *could*

**Vocabulary:** Making recommendations and giving advice

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE
Listening	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (CA)	47	B1 (43-50)	77
	Can recognize a speaker's feelings or attitudes. (P)	50	B1 (43-50)	77
Reading	Can generally understand straightforward factual texts on familiar topics. (CA)	46	B1 (43-50)	83
	Can infer meaning based on information in a text. (P)	55	B1+ (51-58)	83
	Can derive the probable meaning of simple unknown words from short, familiar contexts. (CA)	46	B1 (43-50)	83
Speaking	Can give basic advice using simple language. (P)	39	A2+ (36-42)	76
	Can communicate in routine tasks requiring simple, direct exchanges of information. (CA)	36	A2+ (36-42)	77
	Can explain why something is a problem. (C)	55	B1+ (51-58)	78
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43-50)	78
	Can give advice on a wide range of subjects. (P)	66	B2 (59-66)	79-80, 82
Writing	Can write about personal experiences in a diary or online posting, given a model. (P)	44	B1 (43-50)	83

## UNIT 10 Tell me a story.

**Grammar:** Using the past simple and past continuous

**Vocabulary:** Telling stories

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE
Listening	Can identify a simple chronological sequence in a recorded narrative or dialogue. (P)	43	B1 (43-50)	85
	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (C <sub>A</sub> )	47	B1 (43-50)	85, 90
Reading	Can generally understand straightforward factual texts on familiar topics. (C <sub>A</sub> )	46	B1 (43-50)	91
	Can identify specific information in a simple factual text. (P)	39	A2+ (36-42)	91
	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C <sub>A</sub> )	46	B1 (43-50)	91
Speaking	Can give an opinion when asked directly, provided they can ask for repetition. (C <sub>A</sub> )	45	B1 (43-50)	85
	Can narrate a story. (C)	45	B1 (43-50)	86-88, 90
	Can summarize and comment on a short story or article and answer questions in detail. (C <sub>A</sub> )	56	B1+ (51-58)	87-88
Writing	Can write a story with a simple linear sequence. (C <sub>A</sub> )	45	B1 (43-50)	91

## UNIT 11 In my opinion . . .

**Grammar:** Using the present perfect; Agreeing and disagreeing

**Vocabulary:** Agreeing or disagreeing with an opinion

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE
Listening	Can recognize when speakers disagree in a conversation conducted slowly and clearly. (P)	36	A2+ (36-42)	93
Reading	Can generally understand straightforward factual texts on familiar topics. (C <sub>A</sub> )	46	B1 (43-50)	99
	Can identify specific information in a simple factual text. (P)	39	A2+ (36-42)	99
	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C <sub>A</sub> )	46	B1 (43-50)	99
Speaking	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43-50)	93-96
	Can express belief, opinion, agreement and disagreement politely. (C)	45	B1 (43-50)	98
	Can describe dreams, hopes and ambitions. (C)	48	B1 (43-50)	100
Writing	Can write an everyday connected text using a set of short elements or facts and building them into a sequence. (C <sub>A</sub> )	47	B1 (43-50)	99

## UNIT 12 It's my dream!

**Grammar:** Using *be going to* and *will* to talk about future plans

**Vocabulary:** Talking about future goals

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE
Listening	Can follow everyday conversation, with some repetition of particular words and phrases. (P)	44	B1 (43-50)	101
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36-42)	101
Reading	Can generally understand straightforward factual texts on familiar topics. (CA)	46	B1 (43-50)	107
	Can identify specific information in a simple factual text. (P)	39	A2+ (36-42)	107
	Can infer meaning based on information in a text. (P)	55	B1+ (51-58)	107
	Can derive the probable meaning of simple unknown words from short, familiar contexts. (CA)	46	B1 (43-50)	107
Speaking	Can describe dreams, hopes and ambitions. (C)	48	B1 (43-50)	101-102, 106
	Can describe future plans and intentions using fixed expressions. (P)	43	B1 (43-50)	103-104, 106
	Can make simple predictions about the future. (P)	42	A2+ (36-42)	103-104
Writing	Can write a description of a future event or activity. (P)	46	B1 (43-50)	107

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