

Future English for Results, Intro Level

correlated to

Common European Framework of Reference for Languages: Learning, teaching, assessment

Future, English for Results	Common European Framework of Reference for Languages: Learning, Teaching, Assessment
Future Intro Level	STANDARDS A1- INTRODUCTION
Future Level 1	
Future Level 2	STANDARDS A2- ELEMENTARY
Future Level 3	
Future Level 4	STANDARDS B1- PRE-INTERMEDIATE
Future Level 5	STANDARDS B2- INTERMEDIATE

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STANDARDS A1- INTRODUCTION	
OVERALL ORAL PRODUCTION	FUTURE ENGLISH FOR RESULTS INTRO
Can produce simple mainly isolated phrases about people and places.	17, 18, 23, 33, 43, 167, 176
SUSTAINED MONOLOGUE: Describing experience	
Can describe him/herself what he/she does and where he/she lives.	9, 14, 15, 17-19
ADDRESSING AUDIENCES	
Can read a very short, rehearsed statement — e.g. to introduce a speaker propose a toast.	19
OVERALL WRITTEN PRODUCTION	
Can write simple isolated phrases and sentences.	27, 45, 61, 79, 95, 113, 129, 161 209
CREATIVE WRITING	
Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.	9, 14, 17, 19, 27, 45 61, 79, 95, 161, 209
OVERALL LISTENING COMPREHENSION	
Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	All <i>Listening</i> activities through out text will meet this standard
LISTENING TO ANNOUNCEMENTS AND INSTRUCTIONS	
Can understand instructions addressed carefully and slowly to him/her and follow short, simple directions.	30-31, 44
OVERALL READING COMPREHENSION	
Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.	Reading activities through out text meet standard
READING CORRESPONDENCE	
Can understand short, simple messages on postcards.	154 (messages)
READING FOR ORIENTATION	
Can recognize familiar names, words and very basic phrases on simple notices in the most common everyday situations.	200, 200-203, 208
READING FOR INFORMATION AND ARGUMENT	
Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.	22, 41, 57, 75, 91, 109, 125, 141, 157, 173, 189, 199, 205
READING INSTRUCTIONS	
Can follow short, simple written directions (e.g. to go from X to Y)	Throughout text
OVERALL SPOKEN INTERACTION	
Can interact in a simple way hut communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair.	Pairs exercises throughout text allow students to practice conversation
Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	Show What You Know activities allow students to interact with each other, ask and answer questions and respond

UNDERSTANDING A NATIVE SPEAKER INTERLOCUTOR	FUTURE ENGLISH FOR RESULTS INTRO
Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.	All <i>Listening</i> activities through out text will meet this standard
Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.	30-31, 44
CONVERSATION	
Can make an introduction and use basic greeting and leave-taking expressions. Can ask how people are and react to news.	9, 14, 25-26
Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear; slow and repeated speech by a sympathetic speaker.	9, 11, 14, 15, 19, 25
GOAL-ORIENTED CO-OPERATION (e.g. Repairing a car, discussing a document, organizing an event)	
Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.	30-31, 44
Can ask people for things, and give people things.	106-107, 111-112, 132-133, 144-145
TRANSACTIONS TO OBTAIN GOODS AND SERVICES	
Can ask people for things and give people things. Can handle numbers, quantities, cost and time.	106, 107, 112
INFORMATION EXCHANGE	
Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.	9, 11, 30-31, 44
Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	<i>Show What You Know</i> activities allow students to interact with each other, ask and answer questions and respond
Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	9, 14, 17, 19, 26
Can indicate time by such phrases as next week, last Friday, in November three o'clock.	47-51, 53, 57, 59, 60-61, 68-69
INTERVIEWING AND BEING INTERVIEWED	
Can reply in an interview to simple direct questions spoken very slowly and clearly in direct non- idiomatic speech about personal details.	205, 208
OVERALL WRITTEN INTERACTION	
Can ask for or pass on personal details in written form.	21, 26-2, 37, 45, 73, 70, 209
CORRESPONDENCE	
Can write a short simple postcard.	155 (message)
NOTES, MESSAGES & FORMS	
Can write numbers and dates, own name, nationality, address, age, date of birth or arrival in the country, etc. such as on a hotel registration form.	21, 26-27, 37, 45, 73, 39, 209
PROCESSING TEXT	
Can copy out single words and short texts presented in standard printed format.	29, 32, 81, 101, 119, 127, 133, 143, 150, 153

GENERAL LINGUISTIC RANGE	FUTURE ENGLISH FOR RESULTS INTRO
Has a very basic range of simple expressions about personal details and needs of a concrete type.	9, 11, 13, 14, 17, 19
VOCABULARY RANGE	
Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	28-29, 62-63, 84-85, 96-97, 114-115, 130-131, 146-147, 162-163, 178-179, 194-195
GRAMMATICAL ACCURACY	
Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	9, 11-13, 18, 31, 33-35, 66-67, 85, 99, 101, 133
PHONOLOGICAL CONTROL	
Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	24, 42, 58, 76, 92, 110, 126, 142, 158, 174
ORTHOGRAPHIC CONTROL	
Can copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly.	29, 32, 43, 100, 118, 127, 175
Can spell his/her address, nationality and other personal details.	21, 26-27, 45, 73, 79, 123, 209
SOCIOLINGUISTIC APPROPRIATENESS	
Can establish basic social contact by using the simplest everyday polite forms of ' greetings and farewells; introductions; saying please, thank you, sorry, etc.	9, 14, 25, 36
COHERENCE AND COHESION	
Can link words or groups of words with very basic linear connectors like 'and' or 'then'.	N/A
SPOKEN FLUENCY	
Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	<i>Show What You Know</i> activities through out text allow students to interact with each other, ask and answer questions and respond

Future English for Results Level 1

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STANDARDS A1- INTRODUCTION	
OVERALL ORAL PRODUCTION	FUTURE ENGLISH FOR RESULTS, LEVEL 1
Can produce simple mainly isolated phrases about people and places.	7, 9, 13, 19, 27, 29, 35
SUSTAINED MONOLOGUE: Describing experience	
Can describe him/herself what he/she does and where he/she lives.	7, 21, 29, 41, 42, 81
ADDRESSING AUDIENCES	
Can read a very short, rehearsed statement — e.g. to introduce a speaker propose a toast.	N/A
OVERALL WRITTEN PRODUCTION	
Can write simple isolated phrases and sentences.	23, 43, 63, 83, 103, 123, 143
CREATIVE WRITING	
Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.	23, 43, 83, 103, 143, 183, 203
OVERALL LISTENING COMPREHENSION	
Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	All <i>Listening</i> Activities throughout book will meet this standard
LISTENING TO ANNOUNCEMENTS AND INSTRUCTIONS	
Can understand instructions addressed carefully and slowly to him/her and follow short, simple directions.	120, 188, 195
OVERALL READING COMPREHENSION	
Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.	17, 39, 53, 73, 99, 113, 138
READING CORRESPONDENCE	
Can understand short, simple messages on postcards.	259
READING FOR ORIENTATION	
Can recognize familiar names, words and very basic phrases on simple notices in the most common everyday situations.	193
READING FOR INFORMATION AND ARGUMENT	
Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.	113, 138, 153, 179, 199, 219, 239
READING INSTRUCTIONS	
Can follow short, simple written directions (e.g. to go from X to Y)	122-123, 197, 262

OVERALL SPOKEN INTERACTION	FUTURE ENGLISH FOR RESULTS, LEVEL 1
Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair.	13, 35, 49, 61, 69, 75, 95
Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	9, 19, 29, 41, 55, 81, 95
UNDERSTANDING A NATIVE SPEAKER INTERLOCUTOR	
Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.	129, 135, 141, 149, 155, 161, 169
Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.	19, 29, 35, 41, 49, 55, 61
CONVERSATION	
Can make an introduction and use basic greeting and leave-taking expressions. Can ask how people are and react to news.	9, 141, 169, 215, 221
Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear; slow and repeated speech by a sympathetic speaker.	175, 181, 189, 195, 201, 209, 215
GOAL-ORIENTED CO-OPERATION (e.g. Repairing a car, discussing a document, organizing an event)	
Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.	19, 29, 35, 41, 49, 55, 61
Can ask people for things, and give people things.	49, 95, 101, 151, 155
TRANSACTIONS TO OBTAIN GOODS AND SERVICES	
Can ask people for things and give people things. Can handle numbers, quantities, cost and time.	93
INFORMATION EXCHANGE	
Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.	19, 29, 35, 41, 49, 55, 61
Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	129, 131, 135, 141-143, 147, 149, 155
Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	7, 21, 27, 29, 41, 42, 181
Can indicate time by such phrases as next week, last Friday, in November three o'clock.	78-79, 133, 214
INTERVIEWING AND BEING INTERVIEWED	
Can reply in an interview to simple direct questions spoken very slowly and clearly in direct non-idiomatic speech about personal details.	239, 241
OVERALL WRITTEN INTERACTION	
Can ask for or pass on personal details in written form.	253-254, 255
CORRESPONDENCE	
Can write a short simple postcard.	261

NOTES, MESSAGES & FORMS	FUTURE ENGLISH FOR RESULTS, LEVEL 1
Can write numbers and dates, own name, nationality, address, age, date of birth or arrival in the country, etc. such as on a hotel registration form.	253, 254, 255
PROCESSING TEXT	
Can copy out single words and short texts presented in standard printed format.	17, 53, 99, 138, 179, 219, 239
GENERAL LINGUISTIC RANGE	
Has a very basic range of simple expressions about personal details and needs of a concrete type.	9-10, 23, 27, 39, 95, 127, 129
VOCABULARY RANGE	
Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	27, 47, 87, 107, 127, 147, 166
GRAMMATICAL ACCURACY	
Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	15, 21, 31, 37, 43, 51, 57
PHONOLOGICAL CONTROL	
Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	9, 29, 35, 55, 61, 71, 81
ORTHOGRAPHIC CONTROL	
Can copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly.	123, 197, 262
Can spell his/her address, nationality and other personal details.	253, 254, 255, 258
SOCIOLINGUISTIC APPROPRIATENESS	
Can establish basic social contact by using the simplest everyday polite forms of greetings and farewells; introductions; saying please, thank you, sorry, etc.	9, 169
COHERENCE AND COHESION	
Can link words or groups of words with very basic linear connectors like and' or then'.	107
SPOKEN FLUENCY	
Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	9, 19, 35, 61, 69, 75, 81

Future English for Results Level 2
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STANDARDS A2- ELEMENTARY	
OVERALL ORAL PRODUCTION	FUTURE ENGLISH FOR RESULTS, LEVEL 2
Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	7, 15, 17, 35, 55, 75, 89
SUSTAINED MONOLOGUE: Describing experience	
Can tell a story or describe something in a simple list of points.	155, 157
Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience.	9, 11, 15, 89, 227, 231
Can give short, basic descriptions of events and activities.	55, 69, 109, 115, 121
Can describe plans and arrangements, habits and routines, past activities and personal experiences.	55, 69, 81, 109, 115 121, 129
Can use simple descriptive language to make brief statements about and compare objects and possessions.	91, 197, 211
Can explain what he/she likes or dislikes about something	75, 77, 99
Can describe his/her family, living conditions, educational background, present or most recent job.	9, 11, 15, 27, 29, 35, 227, 235
Can describe people, places and possessions in simple terms.	9, 11, 15, 29, 31, 35
PUBLIC ANNOUNCEMENTS	
Can deliver very short, rehearsed announcements of predictable, learnt content which are intelligible to listeners who are prepared to concentrate.	<i>Show What You Know-Tell the Class</i> , e.g., 27, 31, 37, 67, 71, 137, 147
ADDRESSING AUDIENCES	
Can give a short, rehearsed presentation on a topic pertinent to his/her everyday life, briefly give reasons and explanations for opinions, plans and actions.	<i>Show What You Know</i> , e.g., 31, 37, 47, 157, 171, 177, 187
Can cope with a limited number of straightforward follow up questions.	197
Can give a short, rehearsed, basic presentation on a familiar subject.	197
Can answer straightforward follow up questions if he/she can ask for repetition and if some help with the formulation of his/her reply is possible.	197
OVERALL WRITTEN PRODUCTION	
Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'.	37

CREATIVE WRITING	FUTURE ENGLISH FOR RESULTS, LEVEL 2
Can write about everyday aspects of his/her environment, e.g. people, places, a job or study experience in linked sentences.	19, 37, 79, 99, 139, 159
Can write very short, basic descriptions of events, past activities and personal experiences.	59, 79, 99, 139, 179, 199
Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job.	139, 179, 219, 239
Can write short, simple imaginary biographies and simple poems about people.	119, 270
PLANNING	
Can recall and rehearse an appropriate set of phrases from his/her repertoire.	Practice the Conversation, e.g., 155, 161, 169, 175, 181, 189, 195
COMPENSATING	
Can use an inadequate word from his/her repertoire and use gesture to clarify what he/she wants to say.	N/A
Can identify what he/she means by pointing to it (e.g. 'I'd like this, please').	N/A
OVERALL LISTENING COMPREHENSION	
Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.	9, 15, 21, 29, 35, 41, 49
Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	3, 29, 35, 41, 49, 149, 155
UNDERSTANDING CONVERSATION BETWEEN NATIVE SPEAKERS	
Can generally identify the topic of discussion around him/her, when it is conducted slowly and clearly.	<i>Listening and Speaking</i> , e.g., 141, 149, 155, 161, 169, 175, 181
LISTENING TO ANNOUNCEMENTS AND INSTRUCTIONS	
Can catch the main point in short, clear, simple messages and announcements.	213
Can understand simple directions relating to how to get from X to Y by foot or public transport.	100-101
LISTENING TO AUDIO MEDIA AND RECORDINGS	
Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.	48, 54, 60, 68, 74, 80, 88
OVERALL READING COMPREHENSION	
Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	18, 32, 58, 113, 135, 158, 238
Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	N/A
READING CORRESPONDENCE	
Can understand basic types of standard routine letters and faxes (inquiries, orders, letters of confirmation etc.) on familiar topics.	N/A
Can understand short simple personal letters.	110, 261

READING FOR ORIENTATION	FUTURE ENGLISH FOR RESULTS, LEVEL 2
Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.	52, 153, 200
Can locate specific information in lists and isolate the information required (e.g. use the 'Yellow Pages' to find a service or tradesman).	53
Can understand everyday signs and notices: in public places, such as streets, restaurants, railway stations; in workplaces, such as directions, instructions, hazard warnings.	213
READING FOR INFORMATION AND ARGUMENT	
Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.	99, 113, 118, 138, 158, 178, 192
READING INSTRUCTIONS	
Can understand regulations, for example safety, when expressed in simple language.	213
Can understand simple instructions on equipment encountered in everyday life — such as a public telephone.	N/A
WATCHING TV AND FILM	
Can identify the main point of TV news items reporting events, accidents, etc. where the visual supports the commentary.	N/A
Can follow changes of topic of factual TV news items, and form an idea of the main content.	N/A
IDENTIFYING CUES AND INFERRING (Spoken & Written)	
Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.	<i>Check Your Understanding</i> , e.g., 19, 33, 59, 99, 113, 118, 138
OVERALL SPOKEN INTERACTION	
Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary.	9, 29, 35, 41, 69, 75, 81
Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	75, 81, 89, 95, 101, 109, 115
Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time.	49, 55, 147, 149, 155, 157, 231
Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord.	N/A
UNDERSTANDING A NATIVE SPEAKER INTERLOCUTOR	
Can understand enough to manage simple, routine exchanges without undue effort.	<i>Listening and Speaking</i> , e.g., 9, 15, 21, 29, 35, 41, 49
Can generally understand clear, standard speech unfamiliar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time.	<i>Listening and Speaking-Practice</i> , e.g., 49, 55, 61, 69, 75, 95, 107
Can understand what is said clearly, slowly and directly to him/her in simple everyday conversation; can be made to understand, if the speaker can take the trouble.	<i>Listening and Speaking</i> , e.g., 141, 149, 155, 161, 169, 175, 181

CONVERSATION	FUTURE ENGLISH FOR RESULTS, LEVEL 2
Can establish social contact: greetings and farewells; introductions; giving thanks.	21
Can generally understand clear, standard speech on familiar matters directed at him/heir provided he/she can ask for repetition or reformulation from time to time.	<i>Listening and Speaking-Practice</i> , e.g., 75, 81, 89, 95, 101, 109, 115
Can participate in short conversations in routine contexts on topics of interest.	<i>Listening and Speaking</i> , e.g., 155, 161, 169, 175, 181, 189, 195
Can express how he/she feels in simple terms, and express thanks.	<i>Listening and Speaking</i> , e.g., 49, 55, 61, 75, 81, 109
Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord, though he/she can be made to understand if the speaker will take the trouble.	N/A
Can use simple everyday polite forms of greeting and address.	21
Can make and respond to invitations, suggestions and apologies.	49,, 81, 89, 129, 135, 175, 181
Can say what he/she likes and dislikes.	75, 77, 99
INFORMAL DISCUSSION (WITH FRIENDS)	
Can generally identify the topic of discussion around him/her when it is conducted slowly and clearly.	<i>Listening and Speaking</i> , e.g., 95, 101, 109, 115, 121, 129, 135
Can discuss what to do in the evening, at the weekend	9, 69
Can make and respond to suggestions.	49, 81, 89, 175, 181, 195
Can agree and disagree with others.	75
Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly.	49
Can discuss what to do, where to go and make arrangements to meet.	9, 55, 169
FORMAL DISCUSSION AND MEETINGS	
Can generally follow changes of topic informal discussion related to his/her field which is conducted slowly and clearly.	149, 151, 155, 229, 235, 241
Can exchange relevant information and give his/her opinion on practical problems when asked directly, provided he/she receives some help with formulation and can ask for repetition of key points if necessary.	75
Can say what he/she thinks about things when addressed directly in a formal meeting, provided he/she can ask for repetition of key points if necessary.	N/A
GOAL-ORIENTED CO-OPERATION (e.g. Repairing a car, discussing a document, organizing an event)	
Can understand enough to manage simple, routine tasks without undue effort, asking very simply for repetition when he/she does not understand.	49, 55, 61, 69, 75, 81, 89
Can discuss what to do next, making arid responding to suggestions, asking for and giving directions.	49, 81, 89, 175, 181, 195, 100-101
Can indicate when he/she is following and can be made to understand what is necessary, if the speaker takes the trouble.	<i>Listening and Speaking-Practice</i> , e.g., 15, 29, 35, 41, 49, 55, 69
Can communicate in simple and routine tasks using simple phrases to ask for and provide things	49, 55, 61, 69, 75, 81, 89

TRANSACTIONS TO OBTAIN GOODS AND SERVICES	FUTURE ENGLISH FOR RESULTS, LEVEL 2
Can deal with common aspects of everyday living such as travel, lodgings, eating and shopping.	49, 55, 57, 61, 189, 191, 195
Can get all the information needed from a tourist office, as long as it is of a straightforward, non-specialized nature.	N/A
Can ask for and provide everyday goods and services.	201
Can get simple information about travel, use public transport: buses, trains, and taxis, ask and give directions, and buy tickets.	100-101
Can ask about things and make simple transactions in shops, post offices or banks.	39, 55
Can give and receive information about quantities, numbers, prices, etc.	200-201
Can make simple purchases by stating what is wanted and asking the price.	53
Can order a meal.	201
INFORMATION EXCHANGE	
Can understand enough to manage simple, routine exchanges without undue effort.	<i>Show What You Know</i> , e.g., 27, 31, 37, 47, 67, 71, 137
Can deal with practical everyday demands: finding out and passing on straightforward factual information.	147, 149, 151, 155, 159, 161 227
Can ask and answer questions about habits and routines.	69, 71, 77
Can ask and answer questions about pastimes and past activities.	109, 111, 115, 117, 121
Can give and follow simple directions and instructions, e.g. explain how to get somewhere.	100-101
Can communicate in simple and routine tasks requiring a simple and direct exchange of information.	27, 31, 37, 47, 67, 71, 137
Can exchange limited information on familiar and routine operational matters.	151, 155, 159, 161, 227, 235, 241
Can ask and answer questions about what they do at work and in free time.	55, 69, 71, 229, 231, 235, 241
Can ask for and give directions referring to a map or plan.	100-101
Can ask for and provide personal information.	12, 13, 15, 17, 21
INTERVIEWING AND BEING INTERVIEWED	
Can make him/herself understood in an interview and communicate ideas and information on familiar topics, provided he/she can ask for clarification occasionally, and is given some help to express what he/she wants to.	161
Can answer simple questions and respond to simple statements in an interview.	161
OVERALL WRITTEN INTERACTION	
Can write short, simple formulaic notes relating to matters in areas of immediate need.	N/A
CORRESPONDENCE	
Can write very simple personal letters expressing thanks and apology.	N/A

NOTES, MESSAGES & FORMS	FUTURE ENGLISH FOR RESULTS, LEVEL 2
Can take a short, simple message provided he/she can ask for repetition and reformulation.	173
Can write short, simple notes and messages relating to matters in areas of immediate need.	173
TAKING THE FLOOR (TURN TAKING)	
Can use simple techniques to start, maintain, or end a short conversation.	<i>Listening and Speaking-Practice</i> , e.g., 101, 109, 115, 121, 129, 135, 141
Can initiate, maintain and close simple, face-to-face conversation.	<i>Listening and Speaking-Practice</i> , e.g., 35, 41, 49, 55, 61, 69, 75
Can ask for attention.	<i>Listening and Speaking-Practice</i> , e.g., 9, 15, 21, 29, 35, 41, 49
CO-OPERATING	
Can indicate when he/she is following.	<i>Listening and Speaking-Practice</i> , e.g., 141, 149, 155, 161, 169, 175, 181
ASKING FOR CLARIFICATION	
Can ask very simply for repetition when he/she does not understand.	See Future Level 3 – 4, 168-171
Can ask for clarification about key words or phrases not understood using stock phrases.	See Future Level 3 – 4, 168
Can say he/she didn't follow.	See Future Level 3 – 4, 168
PROCESSING TEXT	
Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience.	<i>Check Your Understanding</i> , e.g., 18, 33, 59, 79, 99, 119, 139
Can copy out short texts in printed or clearly handwritten format.	N/A
GENERAL LINGUISTIC RANGE	
Has a repertoire of basic language which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words.	6, 26, 46, 66, 86, 106, 136
Can produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information.	12, 13, 45, 69, 71, 77, 101
Can use basic sentence patterns and communicate with memorized phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions etc.	9, 11, 15, 35, 89, 227, 231
Has a limited repertoire of short memorized phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations.	87, 127, 187, 207
VOCABULARY RANGE	
Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	<i>Vocabulary</i> , e.g., 106, 126, 146, 166, 186, 206, 226
Has a sufficient vocabulary for the expression of basic communicative needs.	<i>Vocabulary</i> , e.g., 66, 86, 106, 126, 146, 166, 186
Has a sufficient vocabulary for coping with simple survival needs.	86, 126, 186, 206
VOCABULARY CONTROL	
Can control a narrow repertoire dealing with concrete everyday needs.	<i>Vocabulary</i> , e.g., 6, 26, 46, 66, 86, 106, 126

GRAMMATICAL ACCURACY	FUTURE ENGLISH FOR RESULTS, LEVEL 2
Uses some simple structures correctly, but still systematically makes basic mistakes—for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	<i>Grammar</i> , e.g., 11, 15, 22, 31, 37, 43, 51
PHONOLOGICAL CONTROL	
Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	<i>Pronunciation Watch</i> , e.g., 35, 55, 81, 95, 109, 115, 141
ORTHOGRAPHIC CONTROL	
Can copy short sentences on everyday subjects- e.g. directions how to get somewhere.	N/A
Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary.	19, 33, 59, 79, 99, 119, 139
SOCIOLINGUISTIC APPROPRIATENESS	
Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way.	<i>Show What You Know</i> , e.g., 27, 31, 37, 47, 67, 71, 137
Can socialize simply but effectively using the simplest common expressions and following basic routines.	<i>Listening and Speaking</i> , e.g., 75, 81, 89, 95, 101, 109, 115
Can handle very short social exchanges, using everyday polite forms of greeting and address.	9
Can make and respond to invitations, suggestions, apologies, etc.	49, 81, 89, 175, 181, 195
FLEXIBILITY	
Can adapt well rehearsed memorized simple phrases to particular circumstances through limited lexical substitution.	<i>Listening and Speaking</i> , e.g., 75, 81, 89, 95, 101, 109, 115
Can expand learned phrases through simple recombinations of their elements,	<i>Listening and Speaking</i> , e.g., 149, 155, 161, 169, 175, 181, 189
TURN TAKING	
Can use simple techniques to start, maintain, or end a short conversation.	<i>Listening and Speaking-Practice</i> , e.g., 101, 109, 115, 121, 129, 135, 141
Can initiate, maintain and close simple, face-to-face conversation.	35, 41, 49, 55, 61, 69, 75
Can ask for attention.	81, 89, 95, 101, 109, 115, 121
THEMATIC DEVELOPMENT	
Can tell a story or describe something in a simple list of points.	155, 157, 159, 231
COHERENCE AND COHESION	
Can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points.	155, 157, 159
Can link groups of words with simple connectors like ‘and’, ‘but’ and ‘because’.	N/A
SPOKEN FLUENCY	
Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.	<i>Listening and Speaking</i> , e.g., 141, 149, 155, 161, 169, 175, 181
Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.	<i>Listening and Speaking</i> , e.g., 21, 29, 35, 41, 49, 55, 61
PROPOSITIONAL PRECISION	
Can communicate what he/she wants to say in a simple and direct exchange of limited information on familiar and routine matters, but in other situations he/she generally has to compromise the message.	<i>Listening and Speaking</i> , e.g., 89, 95, 101, 109, 115, 121, 129

Future English for Results Level 3
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STANDARDS A2- ELEMENTARY	
OVERALL ORAL PRODUCTION	FUTURE ENGLISH FOR RESULTS, LEVEL 3
Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	15, 21, 29, 35, 49, 61, 69
SUSTAINED MONOLOGUE: Describing experience	
Can tell a story or describe something in a simple list of points.	27, 33, 135
Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience.	35, 69, 75, 169
Can give short, basic descriptions of events and activities.	9, 15, 21, 235, 229
Can describe plans and arrangements, habits and routines, past activities and personal experiences.	9, 29, 95, 195, 229
Can use simple descriptive language to make brief statements about and compare objects and possessions.	155
Can explain what he/she likes or dislikes about something	15, 35
Can describe his/her family, living conditions, educational background, present or most recent job.	35, 69, 75, 169
Can describe people, places and possessions in simple terms.	115
PUBLIC ANNOUNCEMENTS	
Can deliver very short, rehearsed announcements of predictable, learnt content which are intelligible to listeners who are prepared to concentrate.	<i>Show What You Know-Tell the Class</i> , e.g., 11, 151, 183
ADDRESSING AUDIENCES	
Can give a short, rehearsed presentation on a topic pertinent to his/her everyday life, briefly give reasons and explanations for opinions, plans and actions.	<i>Show What You Know</i> , e.g., 11, 37, 57, 117, 151, 185
Can cope with a limited number of straightforward follow up questions.	<i>Show What You Know</i> , e.g., 11, 71, 77
Can give a short, rehearsed, basic presentation on a familiar subject.	<i>Show What You Know</i> , e.g., 11, 37, 57, 117, 151, 185
Can answer straightforward follow up questions if he/she can ask for repetition and if some help with the formulation of his/her reply is possible.	<i>Show What You Know</i> , e.g., 11, 71, 77
OVERALL WRITTEN PRODUCTION	
Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'.	54, 123
PLANNING	
Can recall and rehearse an appropriate set of phrases from his/her repertoire.	Listening and Speaking Practice, e.g., 15, 21, 29, 35, 49, 61, 69

CREATIVE WRITING	FUTURE ENGLISH FOR RESULTS, LEVEL 3
Can write about everyday aspects of his/her environment, e.g. people, places, a job or study experience in linked sentences.	23, 40, 123, 140, 174
Can write very short, basic descriptions of events, past activities and personal experiences.	23, 100, 123, 140, 163, 200, 243
Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job.	23, 163, 174, 214
Can write short, simple imaginary biographies and simple poems about people.	N/A
COMPENSATING	
Can use an inadequate word from his/her repertoire and use gesture to clarify what he/she wants to say.	N/A
Can identify what he/she means by pointing to it (e.g. 'I'd like this, please').	N/A
OVERALL LISTENING COMPREHENSION	
Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.	<i>Listening and Speaking</i> , e.g., 109, 1115, 121, 129, 135, 149, 155
Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	<i>Listening and Speaking</i> , e.g., 21, 35, 115, 121, 149, 169, 181
UNDERSTANDING CONVERSATION BETWEEN NATIVE SPEAKERS	
Can generally identify the topic of discussion around him/her, when it is conducted slowly and clearly.	<i>Listening and Speaking</i> , e.g., 49, 61, 69, 75, 89, 95, 109
LISTENING TO ANNOUNCEMENTS AND INSTRUCTIONS	
Can catch the main point in short, clear, simple messages and announcements.	88, 101
Can understand simple directions relating to how to get from X to Y by foot or public transport.	93, 233
LISTENING TO AUDIO MEDIA AND RECORDINGS	
Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.	14, 20, 28, 34, 48, 60, 68
OVERALL READING COMPREHENSION	
Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	12, 32, 52, 78, 98, 112, 138, 158
Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	N/A
READING CORRESPONDENCE	
Can understand basic types of standard routine letters and faxes (inquiries, orders, letters of confirmation etc.) on familiar topics.	N/A
Can understand short simple personal letters.	

READING FOR ORIENTATION	FUTURE ENGLISH FOR RESULTS, LEVEL 3
Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.	152, 208, 220
Can locate specific information in lists and isolate the information required (e.g. use the 'Yellow Pages' to find a service or tradesman).	92
Can understand everyday signs and notices: in public places, such as streets, restaurants, railway stations; in workplaces, such as directions, instructions, hazard warnings.	179
READING FOR INFORMATION AND ARGUMENT	
Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.	112, 138, 158, 172, 198, 212, 238
READING INSTRUCTIONS	
Can understand regulations, for example safety, when expressed in simple language.	172, 178
Can understand simple instructions on equipment encountered in everyday life — such as a public telephone.	N/A
WATCHING TV AND FILM	
Can identify the main point of TV news items reporting events, accidents, etc. where the visual supports the commentary.	N/A
Can follow changes of topic of factual TV news items, and form an idea of the main content.	N/A
IDENTIFYING CUES AND INFERRING (Spoken & Written)	
Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.	<i>Check Your Understanding</i> , e.g., 13, 33, 53, 79, 99, 113, 139
OVERALL SPOKEN INTERACTION	
Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary.	75, 89, 95, 109, 115, 121, 129
Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	9, 15, 21, 29, 35, 49, 61
Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time.	9, 15, 21, 169, 181, 229, 235
Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord.	N/A
UNDERSTANDING A NATIVE SPEAKER INTERLOCUTOR	
Can understand enough to manage simple, routine exchanges without undue effort.	<i>Listening and Speaking</i> , e.g., 15, 21, 29, 35, 49, 61, 69
Can generally understand clear, standard speech unfamiliar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time.	<i>Listening and Speaking Practice</i> , e.g., 49, 61, 69, 75, 89, 95, 109
Can understand what is said clearly, slowly and directly to him/her in simple everyday conversation; can be made to understand, if the speaker can take the trouble.	<i>Listening and Speaking</i> , e.g., 135, 149, 155, 161, 169, 181, 189

CONVERSATION	FUTURE ENGLISH FOR RESULTS, LEVEL 3
Can establish social contact: greetings and farewells; introductions; giving thanks.	9, 103
Can generally understand clear, standard speech on familiar matters directed at him/heir provided he/she can ask for repetition or reformulation from time to time.	<i>Listening and Speaking Practice</i> , e.g., 35, 49, 61, 69, 75, 89, 95
Can participate in short conversations in routine contexts on topics of interest.	<i>Listening and Speaking</i> , e.g., 189, 195, 209, 221, 229, 235, 241
Can express how he/she feels in simple terms, and express thanks.	103
Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord, though he/she can be made to understand if the speaker will take the trouble.	N/A
Can use simple everyday polite forms of greeting and address.	9, 103
Can make and respond to invitations, suggestions and apologies.	21, 49, 155, 209
Can say what he/she likes and dislikes.	15, 35
INFORMAL DISCUSSION (WITH FRIENDS)	
Can generally identify the topic of discussion around him/her when it is conducted slowly and clearly.	<i>Listening and Speaking</i> , e.g., 69, 75, 89, 95, 109, 115, 121
Can discuss what to do in the evening, at the weekend	9, 21
Can make and respond to suggestions.	21, 49, 155, 209
Can agree and disagree with others.	49
Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly.	29, 35, 49, 61, 75, 95, 149
Can discuss what to do, where to go and make arrangements to meet.	21, 241
FORMAL DISCUSSION AND MEETINGS	
Can generally follow changes of topic informal discussion related to his/her field which is conducted slowly and clearly.	69, 75, 169, 181
Can exchange relevant information and give his/her opinion on practical problems when asked directly, provided he/she receives some help with formulation and can ask for repetition of key points if necessary.	49, 115
Can say what he/she thinks about things when addressed directly in a formal meeting, provided he/she can ask for repetition of key points if necessary.	N/A
GOAL-ORIENTED CO-OPERATION (e.g. Repairing a car, discussing a document, organizing an event)	
Can understand enough to manage simple, routine tasks without undue effort, asking very simply for repetition when he/she does not understand.	168-171
Can discuss what to do next, making and responding to suggestions, asking for and giving directions.	21, 49, 155, 209
Can indicate when he/she is following and can be made to understand what is necessary, if the speaker takes the trouble.	69, 75, 81, 167, 169, 175, 181
Can communicate in simple and routine tasks using simple phrases to ask for and provide things	103, 121

TRANSACTIONS TO OBTAIN GOODS AND SERVICES	FUTURE ENGLISH FOR RESULTS, LEVEL 3
Can deal with common aspects of everyday living such as travel, lodgings, eating and shopping.	89, 95, 97, 103
Can get all the information needed from a tourist office, as long as it is of a straightforward, non-specialized nature.	N/A
Can ask for and provide everyday goods and services.	121
Can get simple information about travel, use public transport: buses, trains, and taxis, ask and give directions, and buy tickets.	93, 95, 103
Can ask about things and make simple transactions in shops, post offices or banks.	121, 209
Can give and receive information about quantities, numbers, prices, etc.	117, 121, 221
Can make simple purchases by stating what is wanted and asking the price.	121
Can order a meal.	N/A
INFORMATION EXCHANGE	
Can understand enough to manage simple, routine exchanges without undue effort.	<i>Show What You Know</i> , e.g., 27, 31, 33, 37, 43, 47, 51
Can deal with practical everyday demands: finding out and passing on straightforward factual information.	51, 53, 57, 77, 83, 87, 107
Can ask and answer questions about habits and routines.	9, 21, 29
Can ask and answer questions about pastimes and past activities.	15, 17, 29, 229
Can give and follow simple directions and instructions, e.g. explain how to get somewhere.	94, 233
Can communicate in simple and routine tasks requiring a simple and direct exchange of information.	181, 189, 195, 209, 221, 229, 235
Can exchange limited information on familiar and routine operational matters.	69, 75, 169, 181
Can ask and answer questions about what they do at work and in free time.	9, 15, 21, 169, 181, 229, 235
Can ask for and give directions referring to a map or plan.	93, 233, 244
Can ask for and provide personal information.	7, 9, 11, 13, 21
INTERVIEWING AND BEING INTERVIEWED	
Can make him/herself understood in an interview and communicate ideas and information on familiar topics, provided he/she can ask for clarification occasionally, and is given some help to express what he/she wants to.	11, 75, 77
Can answer simple questions and respond to simple statements in an interview.	11, 75, 77
OVERALL WRITTEN INTERACTION	
Can write short, simple formulaic notes relating to matters in areas of immediate need.	N/A
CORRESPONDENCE	
Can write very simple personal letters expressing thanks and apology.	N/A

NOTES, MESSAGES & FORMS	FUTURE ENGLISH FOR RESULTS, LEVEL 3
Can take a short, simple message provided he/she can ask for repetition and reformulation.	N/A
Can write short, simple notes and messages relating to matters in areas of immediate need.	N/A
TAKING THE FLOOR (TURN TAKING)	
Can use simple techniques to start, maintain, or end a short conversation.	<i>Listening and Speaking Practice</i> , e.g., 35, 49, 61, 69, 75, 89, 95
Can initiate, maintain and close simple, face-to-face conversation.	<i>Listening and Speaking Practice</i> , e.g., 75, 89, 95, 109, 115, 121, 129
Can ask for attention.	<i>Listening and Speaking Practice</i> , e.g., 135, 149, 155, 161, 169, 181, 189
CO-OPERATING	
Can indicate when he/she is following.	<i>Listening and Speaking Practice</i> , e.g., 9, 15, 21, 29, 35, 49, 61
ASKING FOR CLARIFICATION	
Can ask very simply for repetition when he/she does not understand.	4, 168-171
Can ask for clarification about key words or phrases not understood using stock phrases.	4, 168-171
Can say he/she didn't follow.	4, 168-171
PROCESSING TEXT	
Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience.	<i>Check Your Understanding</i> , e.g., 13, 33, 53, 79, 99, 113, 139
Can copy out short texts in printed or clearly handwritten format.	N/A
GENERAL LINGUISTIC RANGE	
Has a repertoire of basic language which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words.	6, 26, 46, 66, 86, 106, 126
Can produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information.	9, 15, 21, 29, 35, 61, 95
Can use basic sentence patterns and communicate with memorized phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions etc.	9, 15, 21, 29, 35, 69, 75
Has a limited repertoire of short memorized phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations.	89, 195, 199, 203
VOCABULARY RANGE	
Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	7, 26, 46, 66, 106, 166, 206
Has a sufficient vocabulary for the expression of basic communicative needs.	26, 46, 66, 86, 106, 127, 166
Has a sufficient vocabulary for coping with simple survival needs.	146, 186
VOCABULARY CONTROL	
Can control a narrow repertoire dealing with concrete everyday needs.	6, 26, 46, 66, 86, 106, 126

GRAMMATICAL ACCURACY	FUTURE ENGLISH FOR RESULTS, LEVEL 3
Uses some simple structures correctly, but still systematically makes basic mistakes—for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	11, 17, 31, 37, 51, 57, 71
PHONOLOGICAL CONTROL	
Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	<i>Pronunciation Watch</i> , e.g., 9, 21, 29, 35, 49, 61, 69
ORTHOGRAPHIC CONTROL	
Can copy short sentences on everyday subjects- e.g. directions how to get somewhere.	N/A
Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary.	23, 40, 54, 80, 100, 123, 140
SOCIOLINGUISTIC APPROPRIATENESS	
Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way.	<i>Show What You Know</i> , e.g., 51, 53, 57, 77, 83, 87, 107
Can socialize simply but effectively using the simplest common expressions and following basic routines.	<i>Listening and Speaking</i> , e.g., 29, 35, 49, 61, 69, 75, 89
Can handle very short social exchanges, using everyday polite forms of greeting and address.	9, 102-103
Can make and respond to invitations, suggestions, apologies, etc.	21, 49, 155, 209
FLEXIBILITY	
Can adapt well rehearsed memorized simple phrases to particular circumstances through limited lexical substitution.	<i>Listening and Speaking</i> , e.g., 43, 47, 53, 63, 157, 159, 203
Can expand learned phrases through simple recombinations of their elements,	<i>Listening and Speaking</i> , e.g., 75, 89, 95, 109, 115, 121, 129
TURN TAKING	
Can use simple techniques to start, maintain, or end a short conversation.	<i>Listening and Speaking Practice</i> , e.g., 15, 21, 29, 35, 59, 61, 69
Can initiate, maintain and close simple, face-to-face conversation.	49, 61, 69, 75, 89, 95, 109
Can ask for attention.	135, 149, 155, 161, 169, 181, 189
THEMATIC DEVELOPMENT	
Can tell a story or describe something in a simple list of points.	27, 33, 135
COHERENCE AND COHESION	
Can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points.	27, 33
Can link groups of words with simple connectors like ‘and’, ‘but’ and ‘because’.	130
SPOKEN FLUENCY	
Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.	<i>Listening and Speaking</i> , e.g., 9, 15, 21, 29, 35, 49, 61
Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.	<i>Listening and Speaking</i> , e.g., 69, 75, 81, 167, 175, 181
PROPOSITIONAL PRECISION	
Can communicate what he/she wants to say in a simple and direct exchange of limited information on familiar and routine matters, but in other situations he/she generally has to compromise the message.	<i>Listening and Speaking</i> , e.g., 49, 61, 69, 75, 89, 95, 109

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STANDARDS B1- PRE-INTERMEDIATE	
OVERALL ORAL PRODUCTION	FUTURE ENGLISH FOR RESULTS, LEVEL 4
Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.	67, 73, 75
SUSTAINED MONOLOGUE: Describing experience	
Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest?	67, 73, 75
Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.	19
Can give detailed accounts of experiences, describing feelings and reactions.	19, 47, 67, 73, 79, 93, 107
Can relate details of unpredictable occurrences, e.g. an accident.	99, 139, 141, 193, 195
Can relate the plot of a book or film and describe his/her reactions.	N/A
Can describe dreams, hopes and ambitions.	13, 27, 29, 33
Can describe events, real or imagined.	19, 47, 67, 73, 79, 93, 107
Can narrate a story.	N/A
SUSTAINED MONOLOGUE: Putting a case (e.g. in a debate)	
Can develop an argument well enough to be followed without difficulty most of the time.	59, 87
Can briefly give reasons and explanations for opinions, plans and actions.	47, 59, 87
PUBLIC ANNOUNCEMENTS	
Can deliver short, rehearsed announcements on a topic pertinent to everyday occurrences in his/her field which, despite possibly very foreign stress and intonation, are nevertheless clearly intelligible.	N/A
ADDRESSING AUDIENCES	
Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.	67, 81
Can take follow up questions, but may have to ask for repetition if the speech was rapid.	67, 81
OVERALL WRITTEN PRODUCTION	
Can write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence.	83

CREATIVE WRITING	FUTURE ENGLISH FOR RESULTS, LEVEL 4
Can write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest.	83, 203
Can write accounts of experiences, describing feelings and reactions in simple connected text.	63, 123, 143, 163, 183, 222
Can write a description of an event, a recent trip real or imagined.	123, 143, 163, 242
Can narrate a story.	N/A
REPORTS AND ESSAYS	
Can write short, simple essays on topics of interest.	23, 63, 103, 143, 162, 223, 243
Can summarize, report, and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.	83, 203
Can write very brief reports to a standard conventionalized format, which pass on routine factual information and state reasons for actions.	83, 203
PLANNING	
Can rehearse and try out new combinations and expressions, inviting feedback.	<i>Listening and Speaking Practice</i> , e.g., 7, 13, 19, 27, 33, 39, 47
Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	<i>Listening and Speaking Practice</i> , e.g., 73, 79, 83, 93, 99, 107, 113
COMPENSATING	
Can define the features of something concrete for which he/she can't remember the word.	<i>Listening and Speaking Practice</i> , e.g., 33, 39, 47, 53, 59, 67, 73
Can convey meaning by qualifying a word meaning something similar (e.g. a truck for people = bus).	59
Can use a simple word meaning something similar to the concept he/she wants to convey and invites 'correction'.	<i>Listening and Speaking Practice</i> , e.g., 138, 147, 143, 149, 167, 173, 179
Can foreignise a mother tongue word and ask for confirmation.	N/A
MONITORING AND REPAIR	
Can correct mix-ups with tenses or expressions that lead to misunderstandings provided the interlocutor indicates there is a problem.	<i>Grammar</i> , e.g., 9, 14, 21, 29, 41, 53, 89
Can ask for confirmation that a form used is correct.	<i>Grammar</i> , e.g., 95, 101, 109, 115, 121, 129, 135
Can start again using a different tactic when communication breaks down.	<i>Listening and Speaking Practice</i> , e.g., 7, 13, 19, 27, 33, 39, 47
OVERALL LISTENING COMPREHENSION	
Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	139, 147, 153, 159, 167, 173, 179
Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.	68, 72, 78
UNDERSTANDING CONVERSATION BETWEEN NATIVE SPEAKERS	
Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect.	<i>Listening and Speaking</i> , e.g., 27, 33, 39, 47, 53, 59, 67

LISTENING AS A MEMBER OF A LIVE AUDIENCE	FUTURE ENGLISH FOR RESULTS, LEVEL 4
Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.	66, 72, 78, 90, 166, 172, 176
Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech.	90, 106, 112, 118, 126, 132, 138
LISTENING TO ANNOUNCEMENTS AND INSTRUCTIONS	
Can understand simple technical information, such as operating instructions for everyday equipment.	132
Can follow detailed directions.	50-51
LISTENING TO AUDIO MEDIA AND RECORDINGS	
Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.	<i>Listening and Speaking Listen</i> , e.g., 6, 12, 18, 26, 32, 38, 46
Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.	92, 112, 132, 158
OVERALL READING COMPREHENSION	
Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	70, 76
READING CORRESPONDENCE	
Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.	N/A
READING FOR ORIENTATION	
Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfill a specific task.	10, 36, 56, 76, 76, 90, 116, 136
Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.	42, 70, 82, 88, 122, 182, 202
READING FOR INFORMATION AND ARGUMENT	
Can identify the main conclusions in clearly signaled argumentative texts.	176
Can recognize the line of argument in the treatment of the issue presented, though not necessarily in detail.	36, 56, 156
Can recognize significant points in straightforward newspaper articles on familiar subjects.	116, 136, 156, 176, 190, 216, 230
READING INSTRUCTIONS	
Can understand clearly written, straightforward instructions for a piece of equipment.	81
WATCHING TV AND FILM	
Can understand a large part of many TV programmes on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear.	95
Can follow many films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language.	N/A
Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear	95

IDENTIFYING CUES AND INFERRING (Spoken & Written)	FUTURE ENGLISH FOR RESULTS, LEVEL 4
Can identify unfamiliar words from the context on topics related to his/her field and interests.	<i>Check Your Understanding</i> , e.g., 77
Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	<i>Check Your Understanding</i> , e.g., 37, 57, 77, 91, 117, 137, 157
OVERALL SPOKEN INTERACTION	
Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field.	68, 69, 71, 73, 75, 77, 79
Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem.	<i>Show What You Know Problem-Solve</i> , e.g., 104, 124, 144, 164, 184, 204, 224
Can express thoughts on more abstract, cultural topics such as films, books, music etc.	47
Can exploit a wide range of simple language to deal with most situations likely to arise whilst traveling.	See Future Level 3 – 89, 95
Can enter unprepared into conversation on familiar topics, express personal opinions and exchange information on topics that are familiar; of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	27, 33, 39, 47, 53, 59, 67
UNDERSTANDING A NATIVE SPEAKER INTERLOCUTOR	
Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.	<i>Listening and Speaking</i> , e.g., 139, 147, 153, 159, 167, 173, 179
CONVERSATION	
Can enter unprepared into conversations on familiar topics.	<i>Show What You Know Groups</i> , e.g., 11, 37, 41, 57, 77, 117, 158
Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.	<i>Listening and Speaking Practice</i> , e.g., 99, 107, 113, 119, 127, 133, 139
Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.	<i>Listening and Speaking Practice</i> , e.g., 59, 67, 73, 79, 87, 99, 107
Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	49
INFORMAL DISCUSSION (WITH FRIENDS)	
Can follow much of what is said around him/her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly.	<i>Listening and Speaking</i> , e.g., 59, 67, 73, 79, 87, 99, 107
Can express his/her thoughts about abstract or cultural topics such as music, films.	49
Can explain why something is a problem.	<i>Show What You Know Problem-Solve</i> , e.g., 24, 44, 64, 84, 104, 124, 144
Can give brief comments on the views of others.	13, 27, 33, 59, 167
Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose, etc.	7, 13, 19, 27, 33, 39, 47
Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.	27, 33, 39, 47, 53, 59, 67
Can give or seek personal views and opinions in discussing topics of interest.	13, 27, 47, 53, 167, 199
Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organize an event (e.g. an outing).	27, 33, 47, 59, 119, 167, 173
Can express belief, opinion, agreement and disagreement politely.	27, 33, 39, 47, 53, 59, 199

FORMAL DISCUSSION AND MEETINGS	FUTURE ENGLISH FOR RESULTS, LEVEL 4
Can follow much of what is said that is related to his/her field, provided interlocutors avoid very idiomatic usage and articulate clearly.	67, 69, 71, 73, 75, 77, 79
Can put over a point of view clearly, but has difficulty engaging in debate.	<i>Role-Play</i> , e.g., 107, 113, 115, 119, 139, 153, 159
Can take part in routine formal discussion of familiar subjects which is conducted in clearly articulated speech in the standard dialect and which involves the exchange of factual information, receiving instructions or the discussion of solutions to practical problems.	<i>Show What You Know Problem-Solve</i> , e.g., 24, 44, 64, 84, 104, 124, 144
GOAL-ORIENTED CO-OPERATION (e.g. Repairing a car, discussing a document, organizing an event)	
Can follow what is said, though he/she may occasionally have to ask for repetition or clarification if the other people's talk is rapid or extended.	<i>Show What You Know Review Act it Out</i> , e.g., 84, 104, 124, 144, 164, 184, 204
Can explain why something is a problem, discuss what to do next, compare and contrast alternatives.	<i>Show What You Know Problem-Solve</i> , e.g., 24, 44, 64, 84, 104, 124, 144
Can give brief comments on the views of others.	<i>Show What You Know Problem-Solve Groups</i> , e.g., 84, 104, 124, 144, 164, 184, 204
Can generally follow what is said and, when necessary, can repeat part of what someone has said to confirm mutual understanding.	<i>Show What You Know Problem-Solve Groups</i> , e.g., 84, 104, 124, 144, 164, 184, 204
Can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.	<i>Show What You Know-Problem-Solving</i> , e.g., 64, 84, 104, 124, 144, 164, 184
Can invite others to give their views on how to proceed.	<i>Show What You Know-Review Act it Out</i> , e.g., 24, 44, 64, 84, 104, 124, 144
TRANSACTIONS TO OBTAIN GOODS AND SERVICES	
Can deal with most transactions likely to arise whilst traveling, arranging travel or accommodation, or dealing with authorities during a foreign visit.	N/A
Can cope with less routine situations in shops, post offices, banks, e.g. returning an unsatisfactory purchase.	N/A
Can make a complaint.	113, 122-123
Can deal with most situations likely to arise when making travel arrangements through an agent or when actually traveling, e.g. asking passenger where to get off for an unfamiliar destination.	N/A
INFORMATION EXCHANGE	
Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.	67, 69, 71, 73, 75, 79, 77
Can describe how to do something, giving detailed instructions.	51, 69, 81, 96-97
Can summarize and give his or her opinion about a short story, article, talk, discussion, interview, or documentary and answer further questions of detail.	<i>Check Your Understanding- Groups</i> , e.g., 91, 117, 137, 157, 177, 191, 217
Can find out and pass on straightforward factual information.	51, 67, 69, 81, 96-97
Can ask for and follow detailed directions.	51, 96-97
Can obtain more detailed information.	51, 67, 69, 81, 96-97

INTERVIEWING AND BEING INTERVIEWED	FUTURE ENGLISH FOR RESULTS, LEVEL 4
Can provide concrete information required in an interview consultation (e.g. describe symptoms to a doctor) but does so with limited precision.	147, 159
Can carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended.	21, 36-37, 39
Can take some initiatives in an interview consultation (e.g. to bring up a new subject) but is very dependent on interviewer in the interaction.	21, 36-37, 39
Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.	21, 36-37, 39
OVERALL WRITTEN INTERACTION	
Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision.	23, 43, 63, 83, 103, 123, 143
Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important.	82-83, 122-123
CORRESPONDENCE	
Can write personal letters giving news and expressing thoughts about abstract or cultural topics such as music, films.	N/A
Can write personal letters describing experiences, feelings and events in some detail.	82-83
NOTES, MESSAGES & FORMS	
Can take messages communicating inquiries, explaining problems.	See Future Level 2 – 172-173
Can write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important.	122-123
TAKING THE FLOOR (TURN TAKING)	
Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor.	<i>Listening and Speaking</i> , e.g., 27, 33, 39, 47, 53, 59, 67
Can initiate, maintain and close simple, face-to-face conversation on topics that are familiar or of personal interest.	<i>Listening and Speaking</i> , e.g., 67, 73, 79, 87, 93, 99, 107
CO-OPERATING	
Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going.	<i>Listening and Speaking Practice</i> , e.g., 39, 47, 53, 59, 67, 73, 79
Can summarize the point reached in a discussion and so help focus the talk.	39
Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course.	87
Can invite others into the discussion.	<i>Groups</i> , e.g., 71, 89, 93, 109, 117, 147, 153
ASKING FOR CLARIFICATION	
Can ask someone to clarify or elaborate what they have just said.	See Future Level 3 – 4, 168-171

NOTE-TAKING (LECTURES, SEMINARS, ETC.)	FUTURE ENGLISH FOR RESULTS, LEVEL 4
Can take notes during a lecture which are precise enough for his/her own use at a later date, provided the topic is within his/her field of interest and the talk is clear and well-structured.	N/A
Can take notes as a list of key points during a straightforward lecture, provided the topic is familiar, and the talk is both formulated in simple language and delivered in clearly articulated standard speech.	N/A
PROCESSING TEXT	
Can collate short pieces of information from several sources and summarize them for somebody else.	N/A
Can paraphrase short written passages in a simple fashion, using the original text wording and ordering.	N/A
GENERAL LINGUISTIC RANGE	
Has a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics such as music and films.	<i>Show What You Know Problem-Solving</i> , e.g., 24, 44, 64, 84, 104, 124, 144, 164
Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.	<i>Listening and Speaking</i> , e.g., 47, 53, 59, 67, 73, 79, 87
VOCABULARY RANGE	
Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	<i>Listening and Speaking Practice</i> , e.g., 19, 27, 33, 39, 47, 53, 59, 67
VOCABULARY CONTROL	
Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	<i>Listening and Speaking Practice</i> , e.g., 67, 73, 79, 87, 93, 99, 107
GRAMMATICAL ACCURACY	
Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur; but it is clear what he/she is trying to express.	<i>Grammar</i> , e.g., 21, 29, 35, 49, 55, 61, 69
Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	<i>Grammar</i> , e.g., 81, 89, 95, 109, 115, 121, 129
PHONOLOGICAL CONTROL	
Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	<i>Pronunciation Watch</i> , e.g., 27, 39, 47, 59, 67, 73, 87
ORTHOGRAPHIC CONTROL	
Can produce continuous writing which is generally intelligible throughout. Spelling, punctuation and layout are accurate enough to be followed most of the time.	23, 43, 63, 83, 103, 123, 143

SOCIOLINGUISTIC APPROPRIATENESS	FUTURE ENGLISH FOR RESULTS, LEVEL 4
Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.	<i>Listening and Speaking Practice</i> , e.g., 7, 13, 19, 27, 33, 47, 53
Is aware of the salient politeness conventions and acts appropriately.	N/A
Is aware of, and looks out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of his or her own.	47, 222
FLEXIBILITY	
Can adapt his/her expression to deal with less routine, even difficult, situations.	<i>Listening and Speaking</i> , e.g., 27, 33, 39, 47, 53, 59, 67
Can exploit a wide range of simple language flexibly to express much of what he/she wants.	<i>Listening and Speaking</i> , e.g., 6, 12, 18, 26, 32, 38, 46, 52
TURN TAKING	
Can intervene in a discussion of a familiar topic, using a suitable phrase to get the floor.	<i>Listening and Speaking</i> , e.g., 139, 147, 153, 159, 167, 173, 179
Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.	<i>Listening and Speaking</i> , e.g., 98, 106, 112, 118, 126, 132, 138
THEMATIC DEVELOPMENT	
Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.	22-23, 82-83, 102-103, 142-143, 162-163
COHERENCE AND COHESION	
Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.	<i>Listening and Speaking Practice</i> , e.g., 59, 67, 73, 79, 87, 93, 99
SPOKEN FLUENCY	
Can express him/herself with relative ease. Despite some problems with formulation resulting in pauses and ‘cul-de-sacs’, he/she is able to keep going effectively without help.	<i>Listening and Speaking</i> , e.g., 7, 13, 19, 27, 33, 39, 47
Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	<i>Listening and Speaking Practice</i> , e.g., 59, 67, 73, 79, 87, 93, 99
PROPOSITIONAL PRECISION	
Can explain the main points in an idea or problem with reasonable precision.	<i>Show What You Know Problem-Solving</i> , e.g., 44, 64, 84, 104, 124, 144, 164
Can convey simple, straightforward information of immediate relevance, getting across which point he/she feels is most important.	<i>Show What You Know</i> , e.g., 29, 35, 37, 49, 55, 69, 75
Can express the main point he/she wants to make comprehensibly.	<i>Role-Play</i> , e.g., 69, 75, 115, 201

Future English for Results Level 5
correlated to
Common European Framework of Reference for Languages:
Learning, teaching, assessment

STANDARDS B2- INTERMEDIATE	
OVERALL ORAL PRODUCTION	FUTURE ENGLISH FOR RESULTS, LEVEL 5
Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.	19, 21, 37, 41, 91
Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.	95
SUSTAINED MONOLOGUE: Describing experience	
Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.	33, 39, 91, 95
SUSTAINED MONOLOGUE: Putting a case (e.g. in a debate)	
Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.	51, 139, 159, 191
Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples.	51, 139, 191
Can construct a chain of reasoned argument:	51, 191
Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	139, 191
PUBLIC ANNOUNCEMENTS	
Can deliver announcements on most general topics with a degree of clarity, fluency and spontaneity which causes no strain or inconvenience to the listener.	N/A
ADDRESSING AUDIENCES	
Can give a clear systematically developed presentation, with highlighting of significant points, and relevant supporting detail.	19, 21, 37, 41, 75, 91, 171
Can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression.	51
Can give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options.	51, 191
Can take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either him/herself or the audience.	37, 41
OVERALL WRITTEN PRODUCTION	
Can write clear detailed texts on a variety of subjects related to his/her field of interest, synthesizing and evaluating information and arguments from a number of sources.	23, 103

CREATIVE WRITING	FUTURE ENGLISH FOR RESULTS, LEVEL 5
Can write clear, detailed descriptions of real or imaginary events and experiences, marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned.	163, 183, 203
Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest.	23, 103
Can write a review of a film, book or play.	N/A
REPORTS AND ESSAYS	
Can write an essay or report which develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.	122-123
Can evaluate different ideas or solutions to a problem.	122-123
Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.	122-123
Can synthesize information and arguments from a number of sources.	N/A
PLANNING	
Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	<i>Listening and Speaking Practice-Make it Personal</i> , e.g., 11, 19, 33, 39, 53, 67, 71
COMPENSATING	
Can use circumlocution and paraphrase to cover gaps in vocabulary and structure.	49
MONITORING AND REPAIR	
Can correct slips and errors if he/she becomes conscious of them or if they have led to misunderstandings.	<i>Grammar</i> , e.g., 9, 15, 37, 41, 51, 73, 93
Can make a note of 'favorite mistakes' and consciously monitor speech for it/them.	N/A
OVERALL LISTENING COMPREHENSION	
Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and or idiomatic usage influences the ability to understand.	<i>Listening and Speaking</i> , e.g., 11, 19, 33, 39, 53, 67, 71
Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialization.	16, 86
Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.	<i>Listening and Speaking</i> , e.g., 109, 121, 135, 139, 147, 159, 171
UNDERSTANDING CONVERSATION BETWEEN NATIVE SPEAKERS	
Can keep up with an animated conversation between native speakers.	<i>Listening and Speaking</i> , e.g., 33, 53, 67, 71, 121, 139, 147
Can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.	<i>Listening and Speaking-Groups</i> , e.g., 11m 19, 33, 39, 53, 67, 71

LISTENING AS A MEMBER OF A LIVE AUDIENCE	FUTURE ENGLISH FOR RESULTS, LEVEL 5
Can follow the essentials of lectures, talks and reports and other forms of academic professional presentation which are propositionally and linguistically complex.	<i>Listening and Speaking</i> , e.g., 10, 18, 32, 38, 52, 66, 70
LISTENING TO ANNOUNCEMENTS AND INSTRUCTIONS	
Can understand announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed.	See Future Level 3 – 88, 101
LISTENING TO AUDIO MEDIA AND RECORDINGS	
Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.	10, 18, 32, 38, 52, 66, 70, 74
Can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone, etc.	70
OVERALL READING COMPREHENSION	
Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively.	13, 17, 21, 27, 35, 49, 57
Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms.	27, 35, 49, 57, 69, 78, 87
READING CORRESPONDENCE	
Can read correspondence relating to his/her field of interest and readily grasp the essential meaning.	N/A
READING FOR ORIENTATION	
Can scan quickly through long and complex texts, locating relevant details.	88
Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.	152, 154, 156, 160, 166, 172, 174
READING FOR INFORMATION AND ARGUMENT	
Can obtain information, ideas and opinions from highly specialized sources within his/her field.	26, 34, 86, 89, 98, 100
Can understand specialized articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology.	<i>Word Work</i> , e.g., 17, 49, 69, 107, 113, 118, 127
Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	172, 174, 180
READING INSTRUCTIONS	
Can understand lengthy, complex instructions in his field, including details on conditions and warnings, provided he/she can reread difficult sections.	26, 34, 79, 80
WATCHING TV AND FILM	
Can understand most TV news and current affairs programmes.	N/A
Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.	N/A

IDENTIFYING CUES AND INFERRING (Spoken & Written)	FUTURE ENGLISH FOR RESULTS, LEVEL 5
Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	78, 86
OVERALL SPOKEN INTERACTION	
Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas.	7, 11, 19, 33, 39, 91, 95
Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	<i>Listening and Speaking</i> , e.g., 67, 71, 75, 91, 95, 109, 121
Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with native speakers quite possible without imposing strain on either party.	<i>Listening and Speaking</i> , e.g., 39, 53, 67, 71, 75, 91, 95
Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.	<i>Make it Personal</i> , e.g., 53, 67, 69, 71, 78, 109, 113
UNDERSTANDING A NATIVE SPEAKER INTERLOCUTOR	
Can understand in detail what is said to him/her in the standard spoken language even in a noisy environment.	<i>Listening and Speaking</i> , e.g., 11, 19, 33, 39, 53, 67, 71
CONVERSATION	
Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.	<i>Listening and Speaking Practice</i> , e.g., 109, 121, 135, 139, 147, 159, 171
Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker.	<i>Listening and Speaking Practice</i> , e.g., 67, 71, 75, 91, 95, 109, 121
Can convey degrees of emotion and highlight the personal significance of events and experiences.	<i>Make it Personal</i> , e.g., 53, 67, 69, 71, 78, 109, 113
INFORMAL DISCUSSION (WITH FRIENDS)	
Can keep up with an animated discussion between native speakers.	<i>Listening and Speaking</i> , e.g., 11, 19, 33, 39, 53, 67, 71
Can express his/her ideas and opinions with precision, and present and respond to complex lines of argument convincingly.	51, 139, 159, 191
Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	<i>Listening and Speaking Practice</i> , e.g., 91, 95, 109, 121, 135, 139, 147
Can with some effort catch much of what is said around him/her in discussion, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.	<i>Listening and Speaking Practice</i> , e.g., 39, 53, 67, 71, 91, 95, 109
Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	51, 139, 159, 191

FORMAL DISCUSSION AND MEETINGS	FUTURE ENGLISH FOR RESULTS, LEVEL 5
Can keep up with an animated discussion, identifying accurately arguments supporting and opposing points of view.	51, 139, 159
Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.	51, 139, 159, 191
Can participate actively in routine and non-routine formal discussion.	<i>Role-Play</i> , e.g., 35, 41, 91, 95, 99
Can follow the discussion on matters related to his/her field, understand in detail the points given prominence by the speaker	<i>Groups</i> , e.g., 29, 33, 37, 87, 88
Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses.	51, 139, 159, 191
GOAL-ORIENTED CO-OPERATION (e.g. Repairing a car, discussing a document, organizing an event)	
Can understand detailed instructions reliably.	188-189
Can help along the progress of the work by inviting others to join in, say what they think, etc.	<i>Show What You Know Review-Act it Out</i> , e.g., 24, 44, 64, 86, 104, 124, 144
Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.	<i>Show What You Know Problem-Solve</i> , e.g., 84, 104, 124, 144, 164, 184, 204
TRANSACTIONS TO OBTAIN GOODS AND SERVICES	
Can cope linguistically to negotiate a solution to a dispute like an undeserved traffic ticket, financial responsibility for damage in a flat, for blame regarding an accident.	156-157
Can outline a case for compensation, using persuasive language to demand satisfaction and state clearly the limits to any concession he/she is prepared to make.	N/A
Can explain a problem which has arisen and make it clear that the provider of the service/customer must make a concession.	N/A
INFORMATION EXCHANGE	
Can understand and exchange complex information and advice on the full range of matters related to his/her occupational role.	29, 33, 35, 37, 39, 41, 87
Can pass on detailed information reliably.	60, 82, 83, 87, 91, 95, 108-109
Can give a clear, detailed description of how to carry out a procedure.	80-81, 111
Can synthesize and report information and arguments from a number of sources.	See Future Level 4 – 102-103
INTERVIEWING AND BEING INTERVIEWED	
Can carry out an effective, fluent interview departing spontaneously from prepared questions, following up and probing interesting replies.	33-35, 38-39, 41
Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.	33-35, 38-39, 41
OVERALL WRITTEN INTERACTION	
Can express news and views effectively in writing, and relate to those of others.	23, 43, 63, 83, 103, 123, 143
CORRESPONDENCE	
Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views.	42-43, 62-63, 142-143

NOTES, MESSAGES & FORMS	FUTURE ENGLISH FOR RESULTS, LEVEL 5
Can take messages communicating inquiries, explaining problems.	N/A
Can write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important.	N/A
TAKING THE FLOOR (TURN TAKING)	
Can intervene appropriately in discussion, exploiting appropriate language to do so.	<i>Listening and Speaking</i> , e.g., 109, 121, 135, 139, 147, 159, 171
Can initiate, maintain and end discourse appropriately with effective turn taking.	<i>Listening and Speaking</i> , e.g., 11, 19, 33, 39, 53, 67, 91
Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly.	<i>Listening and Speaking</i> , e.g., 67, 71, 75, 91, 95, 109, 121
Can use stock phrases (e.g. 'That's a difficult question to answer') to gain time and keep the turn whilst formulating what to say.	51
CO-OPERATING	
Can give feedback on and follow up statements and inferences and so help the development of the discussion.	<i>Groups</i> , e.g., 51, 139, 159, 191
Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.	<i>Groups</i> , e.g., 51, 139, 159, 191
ASKING FOR CLARIFICATION	
Can ask follow-up questions to check that he/she has understood what a speaker intended to say, and get clarification of ambiguous points.	38, 91
NOTE-TAKING (LECTURES, SEMINARS, ETC.)	
Can understand a clearly structured lecture on a familiar subject, and can take notes on points which strike him/her as important, even though he/she tends to concentrate on the words themselves and therefore to miss some information.	32, 38, 90
PROCESSING TEXT	
Can summarize a wide range of factual and imaginative texts, commenting on and discussing contrasting points of view and the main themes.	69
Can summarize extracts from news items, interviews or documentaries containing opinions, argument and discussion.	69
Can summarize the plot and sequence of events in a film or play.	N/A
GENERAL LINGUISTIC RANGE	
Can express him/herself clearly and without much sign of having to restrict what he/she wants to say.	<i>Listening and Speaking</i> , e.g., 67, 71, 75, 91, 95, 109, 121
Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so.	<i>Listening and Speaking</i> , e.g., 39, 53, 67, 71, 91, 95, 109
VOCABULARY RANGE	
Has a good range of vocabulary for matters connected to his/her field and most general topics.	<i>Listening and Speaking Practice</i> , e.g., 11, 19, 33, 39, 53, 67, 71
Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	<i>Listening and Speaking Practice</i> , e.g., 39, 53, 67, 71, 91, 95, 109

VOCABULARY CONTROL	FUTURE ENGLISH FOR RESULTS, LEVEL 5
Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	<i>Listening and Speaking Practice</i> , e.g., 71, 91, 95, 109, 121, 135, 139
GRAMMATICAL ACCURACY	
Good grammatical control; occasional ‘slips’ or non-systematic errors and minor flaws in sentence structure may still occur but they are rare and can often be corrected in retrospect.	<i>Grammar</i> , e.g., 15, 37, 57, 73, 93, 117, 129
Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	<i>Grammar</i> , e.g., 73, 93, 117, 129, 149, 179, 195
PHONOLOGICAL CONTROL	
Has acquired a clear natural, pronunciation and intonation.	See Future Level 4 – 27, 39, 47, 59, 67, 73, 87
ORTHOGRAPHIC CONTROL	
Can produce clearly intelligible continuous writing which follows standard layout and paragraphing conventions.	83, 103, 123, 143, 163, 183, 203
Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.	23, 43, 63, 83, 103, 123, 143
SOCIOLINGUISTIC APPROPRIATENESS	
Can express him or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	139
Can with some effort keep up with and contribute to group discussions even when speech is fast and colloquial.	<i>Groups</i> , e.g., 11, 19, 29, 33, 37, 87, 88
Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker.	<i>Listening and Speaking Practice</i> , e.g., 75, 91, 95, 109, 121, 135, 139
Can express him or herself appropriately in situations and avoid crass errors of formulation.	<i>Listening and Speaking Practice</i> , e.g., 33, 39, 53, 67, 71, 75, 91
FLEXIBILITY	
Can adjust what he/she says and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances.	<i>Listening and Speaking Practice</i> , e.g., 135, 139, 147, 159, 171, 177, 187
Can adjust to the changes of direction, style and emphasis normally found in conversation.	<i>Listening and Speaking Practice</i> , e.g., 11, 19, 33, 39, 53, 67, 71
Can vary formulation of what he/she wants to say.	<i>Listening and Speaking Practice</i> , e.g., 33, 39, 53, 67, 71, 75, 91
TURN TAKING	
Can intervene appropriately in discussion, exploiting appropriate language to do so.	<i>Listening and Speaking</i> , e.g., 109, 121, 135, 139, 147, 159, 171
Can initiate, maintain and end discourse appropriately with effective turn taking.	<i>Listening and Speaking</i> , e.g., 11, 19, 33, 39, 53, 67, 91
Can initiate discourse, take his/her turn when appropriate and end conversation when h/she needs to, though he/she may not always do this elegantly.	<i>Listening and Speaking</i> , e.g., 67, 71, 75, 91, 95, 109, 121
Can use stock phrases (e.g. That’s a difficult question to answer’) to gain time and keep the turn whilst formulating what to say	51
THEMATIC DEVELOPMENT	
Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples.	23, 43, 63, 83, 103, 123, 163

COHERENCE AND COHESION	FUTURE ENGLISH FOR RESULTS, LEVEL 5
Can use a variety of linking words efficiently to mark clearly the relationships between ideas.	<i>Listening and Speaking Practice</i> , e.g., 33, 39, 53, 67, 71, 75, 91
Can use a limited number of cohesive devices to link his/her utterances into clear coherent discourse, though there may be some jumpiness' in a long contribution.	<i>Listening and Speaking Practice</i> , e.g., 75, 91, 95, 109, 121, 135, 139
SPOKEN FLUENCY	
Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	<i>Listening and Speaking Practice</i> , e.g., 67, 71, 75, 91, 95, 109, 121
Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses.	<i>Listening and Speaking Practice</i> , e.g., 109, 121, 135, 139, 147, 159, 171
Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party.	<i>Listening and Speaking Practice</i> , e.g., 11, 19, 33, 39, 53, 67, 71
PROPOSITIONAL PRECISION	
Can pass on detailed information reliably.	60, 82, 83, 87, 91, 95, 108-109