

FUTURE 1

English for Results



Alignment with the Global Scale of English and Common European Framework of Reference

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English for Results

Future is a six-level, four-skill course for adults and young adults correlated to state and national standards. It incorporates research-based teaching strategies, corpus-informed language, and the best of modern technology.

Future addresses the diverse needs of adult learners and empowers them with transferrable academic, workplace, and media-literacy skills to meet the challenges of learning English and achieving personal, career, and educational goals.

Key Features

- Curriculum develops workforce readiness to help learners build skills for employability and career advancement.
- *Future* integrates English literacy and civics education to help learners become proficient speakers and informed participants in society.
- Curriculum grows with students and supports their transition along academic and career pathways.
- *Future* develops students' visual and digital literacies to understand and process new information.
- Research-based teaching strategies provide creative solutions for all stages of lesson planning and implementation.
- Reading and Writing for College and Career Readiness lessons develop students' essential reading and writing skills in line with the CCR Standards, preparing students to transition into further education and career training.
- Robust assessment program provides all the assessment tools teachers need to track student progress.

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

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

CEFR and the Global Scale of English both comprise a number of Can Do statements, or “learning objectives,” for each of the four language skills, describing what learners should be able to do at different levels of proficiency. The learning objectives are written to reflect what a student “Can Do” with language without regard to the context in which a language skill may surface. The GSE Learning Objectives have been aligned to the CEFR, and many additional statements created, rated for difficulty, and calibrated to the scale. This document provides an overview of the learning objectives that are covered in each unit of the course. As the learning objectives focus specifically on language skills, some learning objectives will be repeated multiple times, a reflection of the fact that skills are built through practice in multiple contexts. Visit English.com/gse to learn more about the Global Scale of English.

References

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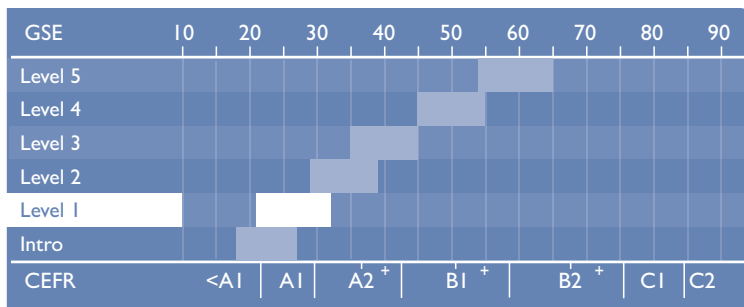
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Schneider, G., North, B. (2000) Fremdsprachen können – was heißt das? Chur / Zürich: Rüegger

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Future Level 1 is aligned with the Global Scale of English and the Common European Framework of Reference. **It takes learners from CEFR <A1 to A2 (21–32 on the Global Scale of English).** Each lesson guides students to a “Can Do” goal in line with the Global Scale of English and the Common European Framework “Can Do” statements.



Learn more about the Global Scale of English at englishscale.com/gse

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UNIT 1 | Getting to Know You

| | |
|------------------------------------|--|
| Vocabulary | Countries |
| Listening | Listen to an introduction Listen to a conversation about countries of origin Listen to a conversation about classes |
| Speaking/ Pronunciation | Introduce yourself Shake hands when you meet someone Greet and say goodbye Identify people and ask where they are from Talk about school Sentence stress The different sounds in <i>he's</i> and <i>she's</i> |
| Grammar | Subject pronouns Simple present of <i>be</i> : Affirmative and negative statements Contractions with <i>be</i> |
| Life Skills | Give first and last name Give spellings Use appropriate titles Complete a personal information form |
| Reading | Read a paragraph about class attendance Read an article about immigrants in the U.S. Problem-solving: Read a paragraph about class placement |
| Writing | Write sentences about your name and marital status Write sentences about yourself, a classmate, or your teacher Start country names with capital letters Start people's names with capital letters Start sentences with capital letters End sentences with a period |
| Numeracy | Interpret a pie chart Take a class survey |
| Persistence | Talk about attendance Persistence Activity: Name game Project: Make a poster about your classmates |

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| SKILL | LEARNING OBJECTIVE | CEFR | GSE | PAGES |
|------------------|---|----------------------------|-------|--|
| Grammar | Can use subject pronouns with the correct form of the verb 'be' in the simple present. | A1 (22–29) | 24 | 14, 15, 20, 21, 22 |
| Listening | Can follow speech which is very slow and carefully articulated, with long pauses. | A1 (22–29) | 25 | 8, 9, 12, 18, 23 |
| Reading | Can identify specific information in simple letters, brochures, and short articles. | A2+ (36–42) | 37 | CCRS Reading 2, 3* |
| | Can understand the general meaning of short, simple informational material and descriptions if there is visual support. | A2 (30–35) | 34 | 17, CCRS Reading 1, 2 |
| Speaking | Can ask and answer basic questions about family and friends in a limited way. | A1 (22–29) | 22 | 12, 13, 15 |
| | Can ask and answer simple questions in areas of immediate need or on very familiar topics. | A1 (22–29) | 25 | 7, 10, 16, 17, 19, 20, 21, 24, CCRS Reading 6, Writing 2 |
| | Can say where they and other people are in a limited way. | A1 (22–29) | 22 | 7, 9 |
| | Can accurately repeat clearly spoken words, phrases, and short sentences. | A1 (22–29) | 25 | 10, 13, 19, 21, 22 |
| | Can exchange personal details (e.g. where they live, things they have). | A1 (22–29) | 28 | 15, 24 |
| Vocab | Can use language related to nation, nationality, and language. | <A1 (10–21) A1 (22–29) | 10–29 | 6, 9 |
| Writing | Can give personal details in written form in a limited way. | A2 (30–35) | 31 | CCRS Writing 2 |
| | Can complete simple forms with basic personal details. | A1 (22–29) | 23 | 11 |
| | Can write their name, address, and nationality. | Below A1 (10–21) | 10 | 7 |

* The MyEnglishLab available for *Future* contains additional reading and writing lessons, enabling students to practice the College and Career Readiness Standards (CCRS).

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UNIT 2 | A Hard Day's Work

| | |
|------------------------------------|---|
| Vocabulary | Jobs Workplaces |
| Listening | Listen to someone introducing two people Listen to a conversation about jobs Listen to a conversation about workplaces |
| Speaking/ Pronunciation | Introduce others Talk about jobs Talk about workplaces Falling intonation in statements and <i>Wh</i> - questions Pronunciation of -s and -es endings in plural nouns Rising intonation in <i>yes/no</i> questions |
| Grammar | <i>A/an</i> Plural nouns Simple present of <i>be</i> : <i>Yes/no</i> questions and short answers Simple present of <i>work</i> and <i>live</i> |
| Life Skills | Use cardinal numbers 0–9 Give phone number and area code Read a telephone directory Listen to a message and write a phone number Complete a form at work Project: Create a Venn diagram of jobs and workplaces |
| Reading | Read an introduction of two people Read an article about talking to a job counselor Problem-solving: Read a paragraph about work schedules |
| Writing | Write a sentence about someone's job Write sentences about your job and workplace End questions with a question mark |
| Numeracy | Learn cardinal numbers 0–9 |
| Persistence | Network Activity: Find classmates with the same job as you Persistence Activity: Goal setting: Why learn English? |

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| SKILL | LEARNING OBJECTIVE | CEFR | GSE | PAGE |
|------------------|--|----------------------------|-------|--|
| Grammar | Can use regular nouns in the plural form. | A1 (22–29) | 24 | 31 |
| | Can use 'a/an' with jobs to talk about work and professions. | A1 (22–29) | 26 | 30, 31 |
| | Can ask yes/no questions using the present simple. | A1 (22–29) | 26 | 36, 37, 43 |
| | Can make affirmative statements using the present simple without time reference. | A1 (22–29) | 26 | 42 |
| Listening | Can identify a caller's name and phone number from a short, simple telephone conversation. | A1 (22–29) | 23 | 32, 33 |
| | Can follow speech which is very slow and carefully articulated, with long pauses. | A1 (22–29) | 25 | 28 |
| | Can follow speech which is very slow and carefully articulated, with long pauses. | A1 (22–29) | 25 | 34, 40, 44 |
| Reading | Can get the gist of short, simple narratives, with visual support. | A2 (30–35) | 32 | 28 |
| | Can identify specific information in simple letters, brochures and short articles. | A2+ (36–42) | 37 | 39, CCRS Reading 1–2, 2–3 |
| Speaking | Can greet people, ask how they are and react to news. | A1 (22–29) | 24 | 27, 28 |
| | Can ask and answer simple questions in areas of immediate need or on very familiar topics. | A1 (22–29) | 25 | 29, 30, 33, 35, 37, 38, 39, 41, 44, CCRS Reading 6, CCRS Writing 2 |
| | Can accurately repeat clearly spoken words, phrases, and short sentences. | A1 (22–29) | 25 | 33, 35, 41, CCRS Writing 2 |
| | Can initiate and respond to simple statements on very familiar topics. | A2 (30–35) | 30 | 31, 32, 40, 42 |
| | Can talk about everyday things (e.g. people, places, job, study) in a basic way. | A2 (30–35) | 31 | 26 |
| Vocab | Can use language related to public buildings and places. | <A1 (10–21) A1 (22–29) | 10–29 | 32 |
| | Can use language related to numbers. | <A1 (10–21) A1 (22–29) | 10–29 | 32 |
| | Can use language related to jobs. | <A1 (10–21) A1 (22–29) | 10–29 | 40 |
| | Can use language related to job description and types of work. | A2 (30–35) A2+ (36–42) | 30–42 | 26, CCRS Reading 4–5 |
| | Can use language related to jobs. | A2 (30–35) A2+ (36–42) | 30–42 | 38 |
| Writing | Can complete simple forms with basic personal details. | A1 (22–29) | 23 | 33 |
| | Can give personal details in written form in a limited way. | A2 (30–35) | 31 | CCRS Writing 2 |

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UNIT 3 | Time for Class

| | |
|------------------------------------|--|
| Vocabulary | Things in a classroom People and places at school |
| Listening | Listen to a teacher giving instructions for a test Listen to a conversation about things in the classroom Listen to a conversation about people and places at school |
| Speaking/ Pronunciation | Give and follow classroom commands Talk about things in the classroom Identify people at school Get someone's attention and ask for information Voiced <i>th</i> sound Word stress |
| Grammar | Imperatives <i>This, that, these, those</i> Object pronouns |
| Life Skills | Use cardinal numbers 10–100 Give locations of places around school Complete a school registration form |
| Reading | Read a paragraph about arriving late to class Read a letter of advice about good study habits Problem-solving: Read a paragraph about test-taking |
| Writing | Write sentences about things in your classroom Write tips for learning English |
| Numeracy | Count classroom items Learn cardinal numbers 10–100 |
| Persistence | Understand classroom rules Learn good study habits Set study goals Network Activity: Find classmates who want to practice the same study skill as you Identify learning strategies Project: Make a booklet about your school Persistence Activity: School supplies |

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| SKILL | LEARNING OBJECTIVE | CEFR | GSE | PAGE |
|-----------|--|----------------------------|-------|--|
| Grammar | Can use verbs in the imperative. | A1 (22–29) | 27 | 50, 51, 63 |
| | Can ask a range of <i>wh</i> - questions. | A1 (22–29) | 27 | 57 |
| | Can make affirmative statements using the present simple without time reference. | A1 (22–29) | 26 | 56 |
| Listening | Can understand cardinal numbers from 1 to 20. | Below A1 (10–21) | 10 | 58 |
| | Can follow speech which is very slow and carefully articulated, with long pauses. | A1 (22–29) | 25 | 48, 54, 60 |
| Reading | Can identify specific information in simple letters, brochures, and short articles. | A2+ (36–42) | 37 | 53 |
| | Can identify specific information in simple letters, brochures, and short articles. | A2+ (36–42) | 37 | CCRS Reading 1–2, 2–3 |
| Speaking | Can ask and answer simple questions in areas of immediate need or on very familiar topics. | A1 (22–29) | 25 | 49, 52, 53, 55, 57, CCRS Reading 6, CCRS Writing 2 |
| | Can say a range of basic numbers, quantities, and prices. | Below A1 (10–21) | 20 | 58 |
| | Can answer simple questions about the location of people or things in a limited way. | A1 (22–29) | 28 | 60, 61, 64 |
| | Can ask for simple directions, referring to a map or plan. | A1 (22–29) | 29 | 59 |
| | Can accurately repeat clearly spoken words, phrases, and short sentences. | A1 (22–29) | 25 | 49, 55, 59, 61 |
| | Can read aloud short, familiar fixed expressions in a way that can be understood. | A1 (22–29) | 26 | 51 |
| | Can describe an object using simple language. | A1 (22–29) | 29 | 46, 47 |
| | Can initiate and respond to simple statements on very familiar topics. | A2 (30–35) | 30 | 64 |
| Vocab | Can use language related to buildings and rooms in education. | A2 (30–35) A2+ (36–42) | 30–42 | 59 |
| | Can use language related to school life and equipment. | A2 (30–35) A2+ (36–42) | 30–42 | 46 |
| | Can use language related to computers and the internet. | A2 (30–35) A2+ (36–42) | 30–42 | 54 |
| Writing | Can complete simple forms with basic personal details. | A1 (22–29) | 23 | 50 |
| | Can give personal details in written form in a limited way. | A2 (30–35) | 31 | CCRS Writing 2 |

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UNIT 4 | Family Ties

| | |
|------------------------------------|--|
| Vocabulary | Family members Physical descriptions |
| Listening | Listen to a conversation about family members Listen to a conversation about what someone looks like Listen to a conversation about children's ages and grades in school |
| Speaking/ Pronunciation | Talk about family members Describe people Give age and child's grade in school Understand the U.S. school system Understand cultural appropriateness of asking about age Pronunciation of possessive 's Linking words together: consonant to vowel |
| Grammar | Possessive adjectives and 's with names <i>Be</i> and <i>have</i> with descriptions <i>How old is/are . . . ?</i> |
| Life Skills | Use ordinal numbers 1st–31st Identify day, date, and month Read calendars Write dates in numbers and words Give date of birth and birthday Complete an emergency contact form Project: Make a calendar of holidays |
| Reading | Read an article about blended families Read a paragraph about the physical characteristics of family members Problem-solving: Read a paragraph about personal phone calls at work |
| Writing | Write sentences about yourself and your family Start months with capital letters |
| Numeracy | Interpret a calendar Learn ordinal numbers 1st–31st Count students and categorize by physical description Interpret a pie chart Understand percentages Calculate age based on date of birth |
| Persistence | Network Activity: Find classmates with the same birthday month as you Persistence Activity: My friends and family |

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| SKILL | LEARNING OBJECTIVE | CEFR | GSE | PAGE |
|------------------|--|----------------------------|-------|--|
| Grammar | Can use possessive adjectives such as 'my', 'your', etc. | A1 (22–29) | 25 | 70 |
| | Can use common forms of 'have' in the present tense. | A1 (22–29) | 25 | 76 |
| | Can use the verb 'be' in the simple present with adjectives. | A1 (22–29) | 25 | 77 |
| | Can ask someone's age using 'How old . . . ?' | A1 (22–29) | 25 | 82 |
| | Can use possessive adjectives such as 'my', 'your', etc. | A1 (22–29) | 25 | 83 |
| Listening | Can follow speech which is very slow and carefully articulated, with long pauses. | A1 (22–29) | 25 | 68, 74, 80, 84 |
| Reading | Can identify specific information in simple letters, brochures, and short articles. | A2+ (36–42) | 37 | 73, CCRS Reading 1–2, 2–3, 4–5 |
| Speaking | Can ask and answer basic questions about family and friends in a limited way. | A1 (22–29) | 22 | 66, 67, 68, 69, 71, 73, 75, 77, 78, 81, 84, CCRS Reading 6, CCRS Writing 2 |
| | Can accurately repeat clearly spoken words, phrases, and short sentences. | A1 (22–29) | 25 | 69, 75, 78, 79 |
| | Can ask and answer simple questions in areas of immediate need or on very familiar topics. | A1 (22–29) | 25 | 79 |
| | Can accurately repeat clearly spoken words, phrases, and short sentences. | A1 (22–29) | 25 | 81 |
| | Can initiate and respond to simple statements on very familiar topics. | A2 (30–35) | 30 | 72, 77 |
| Vocab | Can use language related to family members and relationships | A2 (30–35) A2+ (36–42) | 30–42 | 66, 72 |
| Writing | Can complete simple forms with basic personal details. | A1 (22–29) | 23 | 81 |
| | Can write simple sentences about things that they and other people have. | A1 (22–29) | 25 | 83 |
| | Can give personal details in written form in a limited way. | A2 (30–35) | 31 | CCRS Reading 6, CCRS Writing 2 |

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UNIT 5 | Shop, Shop, Shop

| | |
|------------------------------------|--|
| Vocabulary | Colors and clothes |
| Listening | Listen to a conversation about shopping for a gift Listen to a customer asking about sizes and colors Listen to interviews with people returning clothing to a store |
| Speaking/ Pronunciation | Talk about needs and wants Ask about sizes Read size labels Talk about likes and dislikes Return something to a store Sentence rhythm (weak words) |
| Grammar | Simple present affirmative Simple present: <i>Yes/no</i> questions and short answers Simple present negative |
| Life Skills | Use U.S. money Talk about prices Read a receipt Understand sales tax Write a personal check Project: Talk about where classmates shop for clothes |
| Reading | Read a paragraph about a birthday gift Read about clothing sizes Read an article about presidential dollar coins Identify presidents Problem-solving: Read a paragraph about returning gifts |
| Writing | Write sentences about problems with clothing Write sentences about things people need, want, or have Use hyphens in amounts on personal checks |
| Numeracy | Learn values of U.S. money Count U.S. money Understand prices Understand a shopping receipt Make a bar graph about where classmates shop |
| Persistence | Network Activity: Find classmates with the same favorite color as you Persistence Activity: Class jobs |

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| SKILL | LEARNING OBJECTIVE | CEFR | GSE | PAGE |
|-----------|---|----------------------------|-------|---------------------------------------|
| Grammar | Can ask yes/no questions using the present simple. | A1 (22–29) | 26 | 96, 103 |
| | Can make negative statements using the present simple. | A1 (22–29) | 26 | 102 |
| Listening | Can extract key factual information such as prices, times, and dates from short, clear, simple announcements. | A2 (30–35) | 30 | 93 |
| | Can follow short, simple social exchanges. | A2 (30–35) | 33 | 88, 94 |
| | Can understand simple, everyday conversations if conducted slowly and clearly. | A2 (30–35) | 33 | 100, 101, 104 |
| Reading | Can find specific, predictable information in everyday materials (e.g. menus, timetables). | A2 (30–35) | 31 | 93, 100 |
| | Can identify specific information in simple letters, brochures, and short articles. | A2+ (36–42) | 37 | 99, CCRS Reading 1, 2–3 |
| | Can identify specific information in simple letters, brochures, and short articles. | A2+ (36–42) | 37 | CCRS Reading 2–3, 5 |
| | Can understand the general meaning of short, simple informational material and descriptions if there is visual support. | A2 (30–35) | 34 | 88 |
| Speaking | Can ask and answer basic questions about family and friends in a limited way. | A1 (22–29) | 22 | CCRS Writing 2 |
| | Can communicate in routine tasks requiring simple, direct exchanges of information. | A2+ (36–42) | 36 | 101, 104 |
| | Can ask simple questions to find out about a subject. | A2 (30–35) | 31 | 87, 91, 103, CCRS Reading 5 |
| | Can describe what someone is wearing using a limited range of expressions. | A2 (30–35) | 31 | 87 |
| | Can accurately repeat clearly spoken words, phrases, and short sentences. | A1 (22–29) | 25 | 89, 95 |
| | Can initiate and respond to simple statements on very familiar topics. | A2 (30–35) | 30 | 87, 91, 92, 95, 98, 99, 100, 102, 104 |
| | Can make simple purchases by stating what is wanted and asking for the price. | A2 (30–35) | 31 | 89, 93 |
| | Can say what they like and dislike. | A2 (30–35) | 34 | 97 |
| Vocab | Can use language related to items of clothing | A2 (30–35) A2+ (36–42) | 30–42 | 87, 91 |
| | Can use language related to money | A2 (30–35) A2+ (36–42) | 30–42 | 92 |
| Writing | Can give personal details in written form in a limited way. | A2 (30–35) | 31 | CCRS Reading 6, CCRS Writing 1, 2 |

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UNIT 6 | Home, Sweet Home

| | |
|------------------------------------|--|
| Vocabulary | Rooms of a house, furniture, and appliances |
| Listening | Listen to a conversation about a house for rent Listen to a conversation with a building manager about features of an apartment Listen to directions on an automated telephone recording |
| Speaking/ Pronunciation | Describe a house or apartment Ask about apartment and house rentals Give directions Stress in compound nouns |
| Grammar | <i>There is/There are</i> <i>There is/There are: Yes/no</i> questions Prepositions of direction and location |
| Life Skills | Read addresses Give addresses Read an Apartment for Rent ad Understand how to rent an apartment Address an envelope Project: Make a floor plan for your dream house |
| Reading | Read an article about smoke alarms and fire safety at home Read a paragraph about furnished apartments Problem-solving: Read a paragraph about rent increases |
| Writing | Write sentences about houses and things in them Write directions to a place Use abbreviations in addresses |
| Numeracy | Talk about numbers of rooms in a home Compare rents of two homes |
| Persistence | Network Activity: Find classmates who live in your neighborhood Persistence Activity: My vocabulary learning strategies |

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| SKILL | LEARNING OBJECTIVE | CEFR | GSE | PAGE |
|------------------|--|----------------------------|-------|--|
| Grammar | Can ask yes/no questions using the present simple. | A1 (22–29) | 26 | 116, 117 |
| | Can use basic prepositions of place with nouns and noun phrases. | A1 (22–29) | 26 | 122, 123 |
| | Can ask yes/no questions using the present simple. | A1 (22–29) | 26 | 123 |
| | Can use ‘there’ + ‘be’ to express presence/absence. | A1 (22–29) | 27 | 110 |
| Listening | Can understand simple, everyday conversations if conducted slowly and clearly. | A2 (30–35) | 33 | 108, 114, 116, 124 |
| | Can follow instructions on recorded phone menus. | A2+ (36–42) | 40 | 120 |
| Reading | Can find specific, predictable information in everyday materials (e.g. menus, timetables). | A2 (30–35) | 31 | 119, 120 |
| | Can identify specific information in simple letters, brochures, and short articles. | A2+ (36–42) | 37 | 113 |
| | Can identify specific information in simple letters, brochures, and short articles. | A2+ (36–42) | 37 | CCRS Reading 1–2, 2–3, 4 |
| Speaking | Can accurately repeat clearly spoken words, phrases, and short sentences. | A1 (22–29) | 25 | 109, 115, 116, 118, 121 |
| | Can initiate and respond to simple statements on very familiar topics. | A2 (30–35) | 30 | 112, 124 |
| | Can talk about furniture and rooms using simple language. | A2 (30–35) | 31 | 106, 107, 109, 111, 114, 115, 117, 124, CCRS Reading 5, CCRS Writing 2 |
| | Can ask simple questions to find out about a subject. | A2 (30–35) | 31 | 118 |
| | Can talk about everyday things (e.g. people, places, job, study) in a basic way. | A2 (30–35) | 31 | 118 |
| | Can ask for simple directions from X to Y on foot or by public transport. | A2 (30–35) | 32 | 121 |
| | Can say what they like and dislike. | A2 (30–35) | 34 | 119 |
| Vocab | Can use language related to furniture and decoration. | A2 (30–35) A2+ (36–42) | 30–42 | 106 |
| | Can use language related to rooms and parts of a building. | A2 (30–35) A2+ (36–42) | 30–42 | 107, 108, CCRS Reading 5 |
| | Can use language related to utilities, public services, and emergency services. | A2 (30–35) A2+ (36–42) | 30–42 | 112 |
| | Can use language related to buildings and homes. | A2 (30–35) A2+ (36–42) | 30–42 | 118 |
| Writing | Can give personal details in written form in a limited way. | A2 (30–35) | 31 | CCRS Reading 6, CCRS Writing 2 |
| | Can write very short, basic directions. | A2 (30–35) | 32 | 123 |

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UNIT 7 | Day After Day

| | |
|------------------------------------|--|
| Vocabulary | Daily routines and leisure activities Clock times |
| Listening | Listen to a conversation about schedules Listen to a conversation about weekend activities Listen to a radio show about ways of relaxing |
| Speaking/ Pronunciation | Talk about daily routines Ask when something happens Talk about leisure activities Talk about frequency of activities The weak pronunciation of <i>do you</i> in questions Pronunciation of -s and -es endings in third-person singular present tense verbs |
| Grammar | <i>Wh-</i> questions and prepositions of time Adverbs of frequency <i>How often?</i> and expressions of frequency |
| Life Skills | Identify abbreviations for days of the week Interpret a work schedule Read and complete a time sheet Understand Social Security numbers Write a note to request time off |
| Reading | Read about weekly schedules Read an article about how Americans spend their free time Problem-solving: Read a paragraph about busy schedules |
| Writing | Write sentences about your schedule and free-time activities Use capital letters for days of the week Use abbreviations for days of the week |
| Numeracy | Tell time Count hours worked in a day or week Interpret bar graphs Conduct a survey about classmates' free time and make a bar graph Project: Create a schedule |
| Persistence | Network Activity: Find classmates with the same free-time activity as you Persistence Activity: Daily planner |

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| SKILL | LEARNING OBJECTIVE | CEFR | GSE | PAGE |
|-----------|--|----------------------------|-------|--|
| Grammar | Can use a range of common adverbs of frequency. | A2 (30–35) | 33 | 136 |
| | Can form questions with ‘How often’ in the present tense. | A2 (30–35) | 32 | 142, 143 |
| | Can ask wh- questions using the present simple. | A1 (22–29) | 26 | 130, 131 |
| Listening | Can understand simple, everyday conversations if conducted slowly and clearly. | A2 (30–35) | 33 | 128 |
| | Can understand information related to people’s daily routines. | A2 (30–35) | 32 | 134, 140, 141, 143 |
| Reading | Can find specific, predictable information in everyday materials (e.g. menus, timetables). | A2 (30–35) | 31 | 133, 139 |
| | Can identify specific information in simple letters, brochures, and short articles. | A2+ (36–42) | 37 | 138, CCRS Reading 1–2, 2–3, 4 |
| Speaking | Can give an extended description of everyday topics (e.g. people, places, experiences). | A2+ (36–42) | 38 | 127 |
| | Can communicate in routine tasks requiring simple, direct exchanges of information. | A2+ (36–42) | 36 | 139 |
| | Can ask and answer questions about basic plans and intentions. | A2+ (36–42) | 38 | 129, 144 |
| | Can accurately repeat clearly spoken words, phrases, and short sentences. | A1 (22–29) | 25 | 129, 135, 141, 143 |
| | Can initiate and respond to simple statements on very familiar topics. | A2 (30–35) | 30 | 144 |
| | Can ask and answer questions about what they do at work and in their free time. | A2 (30–35) | 35 | 126, 127, 128, 131, 132, 134, 135, 137, 138, 139, 140, 141, 142, 143, CCRS Reading 5, CCRS Writing 2 |
| Vocab | Can use language related to everyday activities. | A2 (30–35) A2+ (36–42) | 30–42 | 126, 127, 131, 137, 140 |
| Writing | Can give personal details in written form in a limited way. | A2 (30–35) | 31 | 131, 143, CCRS Reading 6, CCRS Writing 2 |
| | Can complete simple forms with basic personal details. | A1 (22–29) | 23 | 133 |

FUTURE 1

English for Results

UNIT 8 | From Soup to Nuts

| | |
|------------------------------------|---|
| Vocabulary | Common foods |
| Listening | Listen to two friends talking about food they like and dislike Listen to someone ordering a meal in a restaurant Listen to a call-in radio show about nutrition |
| Speaking/ Pronunciation | Talk about likes and dislikes Read a menu Order meals in a restaurant Talk about the nutritional value of common foods Talk about different ways to prepare food Pronunciation of <i>I like</i> and <i>I'd like</i> Intonation of choice questions with <i>or</i> |
| Grammar | Count and non-count nouns Choice questions with <i>or</i> <i>How much/How many</i> |
| Life Skills | Read store flyers and compare prices for food Read food labels Understand U.S. measurements of weight Write a note listing things to buy Project: Create a menu |
| Reading | Read a paragraph about what someone eats for lunch Read an article about expiration dates on food Problem-solving: Read a paragraph about healthy eating habits |
| Writing | Write a shopping list Write a sentence about the nutritional value of foods Write sentences about food your classmates want Use commas between things in a list |
| Numeracy | Learn weights of food Compare prices Understand nutritional information on food labels |
| Persistence | Network Activity: Find classmates who shop for food near your home Persistence Activity: Getting-to-know-you tea |

FUTURE 1

English for Results

| SKILL | LEARNING OBJECTIVE | CEFR | GSE | PAGE |
|------------------|---|----------------------------|-------|---|
| Grammar | Can make requests and offers with 'would like' + nouns and noun phrases. | A2 (30–35) | 33 | 156 |
| | Can ask about quantities using 'how much/many' with count and uncountable nouns. | A2 (30–35) | 30 | 162, 163 |
| Listening | Can extract key factual information such as prices, times, and dates from short, clear, simple announcements. | A2 (30–35) | 30 | 157, 160 |
| | Can understand simple, everyday conversations if conducted slowly and clearly. | A2 (30–35) | 33 | 148, 154, 164 |
| Reading | Can find specific, predictable information in everyday materials (e.g. menus, timetables). | A2 (30–35) | 31 | 153 |
| | Can identify specific information in simple letters, brochures, and short articles. | A2+ (36–42) | 37 | 157, 158, 159, 161, CCRS Reading 1–2, 2–3, 4 |
| Speaking | Can use simple phrases to order a meal. | A2 (30–35) | 31 | 155, 156, 164 |
| | Can use brief, everyday expressions to ask for and give personal details. | A2 (30–35) | 32 | 146, 147, 149 |
| | Can ask simple questions to find out about a subject. | A2 (30–35) | 31 | 151, 157, 163, CCRS Reading 6, CCRS Writing 2 |
| | Can accurately repeat clearly spoken words, phrases, and short sentences. | A1 (22–29) | 25 | 149, 155, 157, 161 |
| | Can initiate and respond to simple statements on very familiar topics. | A2 (30–35) | 30 | 152, 153, 158, 160, 161, 163, 164 |
| Vocab | Can use language related to food and drink. | A2 (30–35) A2+ (36–42) | 30–42 | 146, 147, 154 |
| | Can use language related to buying and storing food. | A2 (30–35) A2+ (36–42) | 30–42 | 151, 152, 158 |
| Writing | Can give personal details in written form in a limited way. | A2 (30–35) | 31 | CCRS Reading 6, CCRS Writing 2 |

FUTURE 1

English for Results

UNIT 9 | Rain or Shine

| | |
|------------------------------------|--|
| Vocabulary | Weather, seasons, and temperature |
| Listening | Listen to a conversation about weather and current activities Listen to a conversation about preparing for a storm Listen to a weather report for different U.S. cities Understand temperatures in degrees Fahrenheit |
| Speaking/ Pronunciation | Talk about activities taking place now Talk about the weather Pronunciation of <i>-ing</i> ending Project: Give a weather report |
| Grammar | Present continuous: Affirmative and negative statements Present continuous: <i>Yes/no</i> questions and answers Adverbs of degree: <i>Really, very, pretty</i> |
| Life Skills | Talk about weather conditions Respond to weather emergencies Create an emergency plan for your family Write a postcard to a friend |
| Reading | Read a paragraph about the weather in two cities Read an article about small talk Understand how to make small talk Problem-solving: Read a paragraph about weather emergencies |
| Writing | Write sentences about activities you or others are doing currently Write sentences about today's weather Use the degree mark for temperatures |
| Numeracy | Read a thermometer in degrees Fahrenheit |
| Persistence | Network Activity: Find classmates who spend their day off the same way as you Persistence Activity: Important dates in school |

FUTURE 1

English for Results

| SKILL | LEARNING OBJECTIVE | CEFR | GSE | PAGE |
|------------------|--|----------------------------|-------|---|
| Grammar | Can use the present continuous to refer to events at the time of speaking. | A2 (30–35) | 30 | 170, 176, 183 |
| Listening | Can identify key details in a simple recorded dialogue or narrative. | A2+ (36–42) | 39 | 180 |
| | Can understand simple, everyday conversations if conducted slowly and clearly. | A2 (30–35) | 33 | 168, 174, 181, 184 |
| Reading | Can find specific, predictable information in everyday materials (e.g. menus, timetables). | A2 (30–35) | 31 | 172 |
| | Can identify specific information in simple letters, brochures, and short articles. | A2+ (36–42) | 37 | 178, 179, CCRS Reading 1–2, 2–3 |
| Speaking | Can give a short, basic description of events and activities. | A2+ (36–42) | 42 | 171, 177, 178, 183 |
| | Can accurately repeat clearly spoken words, phrases, and short sentences. | A1 (22–29) | 25 | 169, 173, 175, 181 |
| | Can initiate and respond to simple statements on very familiar topics. | A2 (30–35) | 30 | 166, 167, 169, 172, 173, 174, 175, 177, 181, 182, 184, CCRS Reading 5, CCRS Writing 2 |
| Vocab | Can use language related to items of clothing. | A2 (30–35) A2+ (36–42) | 30–42 | 180 |
| | Can use language related to household objects and possessions. | A2 (30–35) A2+ (36–42) | 30–42 | 173 |
| | Can use language related to weather. | A2 (30–35) A2+ (36–42) | 30–42 | 166, 167, 172 |
| | Can use language related to temperature. | A2 (30–35) A2+ (36–42) | 30–42 | CCRS Reading 4, 5 |
| Writing | Can give personal details in written form in a limited way. | A2 (30–35) | 31 | CCRS Reading 5, CCRS Writing 2 |
| | Can write a standard greeting on a card. | A2 (30–35) | 31 | 170 |

FUTURE 1

English for Results

UNIT 10 | Around Town

| | |
|------------------------------------|---|
| Vocabulary | Places in the community |
| Listening | Listen to a conversation about the location of a place Listen to someone giving directions by bus Listen to a radio show talk about weekend events Learn how to get information about events in your community |
| Speaking/ Pronunciation | Ask where places are Ask about bus routes, schedules, and fares Talk about activities in the immediate future Word stress Sentence stress |
| Grammar | Prepositions of place Simple present: Questions with <i>how</i> , <i>how much</i> , and <i>where</i> Present continuous for the future |
| Life Skills | Identify forms of transportation Identify traffic signs Interpret destination signs on buses Read bus schedules Write directions to get to a place |
| Reading | Read a paragraph about the location of a new supermarket Read an article about resources available at the public library Get a library card Problem-solving: Read a paragraph about items left on a bus |
| Writing | Write sentences about your weekend plans Write sentences about your classmates' weekend plans |
| Numeracy | Understand a bus schedule |
| Persistence | Network Activity: Find classmates who get to school the same way as you Persistence Activity: Things I read in English Project: Make a booklet about places in your community |

FUTURE 1

English for Results

| SKILL | LEARNING OBJECTIVE | CEFR | GSE | PAGE |
|-----------|---|----------------------------|-------|---|
| Grammar | Can ask questions about how to do things. | A2 (30–35) | 33 | 196, 197 |
| | Can use the present continuous with future reference. | A2+ (36–42) | 42 | 202, 203 |
| | Can use a range of prepositions of place. | A2 (30–35) | 30 | 190 |
| Listening | Can follow the main points in a simple audio recording, if provided with written supporting material. | A2+ (36–42) | 37 | 200, 201 |
| | Can understand simple, everyday conversations if conducted slowly and clearly. | A2 (30–35) | 33 | 188, 193, 194, 197, 201, 204 |
| Reading | Can find specific, predictable information in everyday materials (e.g. menus, timetables). | A2 (30–35) | 31 | 193 |
| | Can identify specific information in simple letters, brochures, and short articles. | A2+ (36–42) | 37 | 199, CCRS Reading 1–2, 2–3 |
| | Can follow short, simple written directions (e.g. to go from X to Y). | A1 (22–29) | 26 | 188 |
| Speaking | Can communicate in routine tasks requiring simple, direct exchanges of information. | A2+ (36–42) | 36 | 188, 189, 191, 196, 197, 200, 201, 203, 204 |
| | Can give simple directions using a map or plan. | A2 (30–35) | 32 | 195, 204 |
| | Can accurately repeat clearly spoken words, phrases, and short sentences. | A1 (22–29) | 25 | 189, 194, 195, 201 |
| | Can initiate and respond to simple statements on very familiar topics. | A2 (30–35) | 30 | CCRS Writing 2 |
| | Can answer simple questions and respond to simple statements in an interview. | A2+ (36–42) | 37 | CCRS Reading 5 |
| Vocab | Can use language related to traffic and navigation. | A2 (30–35) A2+ (36–42) | 30–42 | 192, CCRS Reading 4, 5 |
| | Can use language related to public buildings and places. | A2 (30–35) A2+ (36–42) | 30–42 | 186, 197 |
| | Can use language related to public transport. | A2 (30–35) A2+ (36–42) | 30–42 | 191 |
| Writing | Can give personal details in written form in a limited way. | A2 (30–35) | 31 | 203, CCRS Reading 5, CCRS Writing 2 |
| | Can write very short, basic directions. | A2 (30–35) | 32 | 197 |
| | Can write simple plans and arrangements on a calendar or in a diary. | A2 (30–35) | 31 | 203 |

FUTURE 1

English for Results

UNIT 11 | Health Matters

| | |
|------------------------------------|--|
| Vocabulary | Parts of the body Symptoms and illnesses |
| Listening | Listen to a mother calling school about a sick child Understand and follow procedures for a child missing school Listen to a conversation with someone who missed work Identify appropriate reasons to miss work Listen to a call-in radio show about remedies for illnesses |
| Speaking/ Pronunciation | Call to explain absence Describe symptoms Call in sick to work Talk about past activities Give advice Pronunciation of <i>was/were</i> and <i>wasn't/weren't</i> |
| Grammar | Review: Simple present statements and questions <i>Be</i> simple past: Statements <i>Should</i> : Statements |
| Life Skills | Make a doctor's appointment Read an appointment card Follow instructions during a medical exam Interpret medicine labels Complete a medical information form Project: Make a poster about healthy habits |
| Reading | Read a paragraph about illnesses Read an article about the health benefits of walking Problem-solving: Read a paragraph about a sick child |
| Writing | Write sentences comparing two pictures Write suggestions for health problems |
| Numeracy | Read medicine labels and understand correct dosages |
| Persistence | Talk about attendance Persistence Activity: Individual barriers, group support |

FUTURE 1

English for Results

| SKILL | LEARNING OBJECTIVE | CEFR | GSE | PAGE |
|-----------|--|----------------------------|-------|-----------------------------------|
| Grammar | Can use 'was' and 'were' with a range of complement phrases. | A2 (30–35) | 32 | 216, 223 |
| | Can use 'should(n't)' to offer or ask for advice or suggestions. | A2+ (36–42) | 36 | 222 |
| | Can ask yes/no questions using the present simple. | A1 (22–29) | 26 | 210 |
| Listening | Can identify key details in a simple recorded dialogue or narrative. | A2+ (36–42) | 39 | 213 |
| | Can understand simple, everyday conversations if conducted slowly and clearly. | A2 (30–35) | 33 | 208, 211, 214, 224 |
| | Can understand simple spoken commands in a game or sport. | A1 (22–29) | 26 | 207 |
| Reading | Can find specific, predictable information in everyday materials (e.g. menus, timetables). | A2 (30–35) | 31 | 213, 214 |
| | Can identify specific information in simple letters, brochures and short articles. | A2+ (36–42) | 37 | 219, 220, CCRS Reading 1–2, 2–3 |
| Speaking | Can communicate in routine tasks requiring simple, direct exchanges of information. | A2+ (36–42) | 36 | 209, 212, 214, 217, 219, 222, 224 |
| | Can ask and talk about very basic symptoms and ailments (e.g. cold, flu). | A2+ (36–42) | 36 | 210, 220 |
| | Can make an appointment on the phone. | A2+ (36–42) | 42 | 211 |
| | Can accurately repeat clearly spoken words, phrases, and short sentences. | A1 (22–29) | 25 | 209, 211, 215, 221 |
| | Can initiate and respond to simple statements on very familiar topics. | A2 (30–35) | 30 | CCRS Writing 2 |
| | Can make and respond to suggestions. | A2+ (36–42) | 41 | 207, 221, 223, 224 |
| | Can answer simple questions and respond to simple statements in an interview. | A2+ (36–42) | 37 | CCRS Reading 5 |
| | Can ask and answer questions about past times and past activities. | A2+ (36–42) | 40 | 215, 216 |
| Vocab | Can use language related to medicine and medical treatment. | A2 (30–35) A2+ (36–42) | 30–42 | 213 |
| | Can use language related to parts of the body and mind. | A2 (30–35) A2+ (36–42) | 30–42 | 206 |
| Writing | Can give personal details in written form in a limited way. | A2 (30–35) | 31 | CCRS Reading 5, CCRS Writing 2 |
| | Can complete simple forms with basic personal details. | A1 (22–29) | 23 | 211 |

FUTURE 1

English for Results

UNIT 12 | Help Wanted

| | |
|------------------------------------|---|
| Vocabulary | Job duties |
| Listening | Listen to someone asking about a job and talking about his skills Listen to a conversation about availability Listen to an interview with the owners of a new business |
| Speaking/ Pronunciation | Respond to a Help Wanted sign Talk about ability and inability Ask a co-worker to work your shift Respond to personal information questions in a simple job interview Ask and answer questions about past experience Sentence stress: <i>Can</i> and <i>can't</i> in statements Sentence stress: <i>Can</i> and <i>can't</i> in short answers |
| Grammar | <i>Can</i> for ability: Affirmative and negative statements <i>Can</i> for ability: Questions and short answers <i>Be</i> simple past: <i>Yes/no</i> and <i>Wh-</i> questions |
| Life Skills | Read want ads Identify different ways to find a job Complete a job application Project: Make a list of skills needed for your dream job |
| Reading | Read a paragraph about a busy day at a clothing store Read an article about appropriate body language for a job interview Problem-solving: Read a paragraph about recommending someone for a job |
| Writing | Write a want ad for a job you want Write sentences about your job experience and skills Use commas in short answers to <i>yes/no</i> questions |
| Numeracy | Calculate weekly earnings based on hourly wages |
| Persistence | Network Activity: Find classmates with the same work shift as you Persistence Activity: Now I can |

FUTURE 1

English for Results

| SKILL | LEARNING OBJECTIVE | CEFR | GSE | PAGE |
|-----------|--|----------------------------|-------|---|
| Grammar | Can use 'can' to refer to ability in the present. | A1 (22–29) | 29 | 230, 231, 236, 237 |
| | Can ask yes/no questions using the past tense of verbs. | A2 (30–35) | 30 | 242, 243 |
| Listening | Can understand simple, everyday conversations if conducted slowly and clearly. | A2 (30–35) | 33 | 228, 233, 234, 240, 244 |
| Reading | Can find specific, predictable information in everyday materials (e.g. menus, timetables). | A2 (30–35) | 31 | 232, 233 |
| | Can identify specific information in simple letters, brochures, and short articles. | A2+ (36–42) | 37 | 239, CCRS Reading 1–2, 2–4 |
| Speaking | Can communicate in routine tasks requiring simple, direct exchanges of information. | A2+ (36–42) | 36 | 226, 227, 228, 229, 230, 231, 232, 233, 235, 236, 237, 238, 241 |
| | Can accurately repeat clearly spoken words, phrases, and short sentences. | A1 (22–29) | 25 | 229, 235, 241 |
| | Can initiate and respond to simple statements on very familiar topics. | A2 (30–35) | 30 | CCRS Writing 2 |
| | Can answer simple questions and respond to simple statements in an interview. | A2+ (36–42) | 37 | 239, 242, 244, CCRS Reading 5 |
| Vocab | Can use language related to public buildings and places. | A2 (30–35) A2+ (36–42) | 30–42 | 240 |
| | Can use language related to jobs. | A2 (30–35) A2+ (36–42) | 30–42 | 226, CCRS Reading 4, 5 |
| Writing | Can give personal details in written form in a limited way. | A2 (30–35) | 31 | CCRS Reading 5, CCRS Writing 2 |
| | Can complete simple forms with basic personal details. | A1 (22–29) | 23 | 243 |
| | Can complete a simple job application form requiring basic professional information. | A2+ (36–42) | 42 | 243 |