

FUTURE 2

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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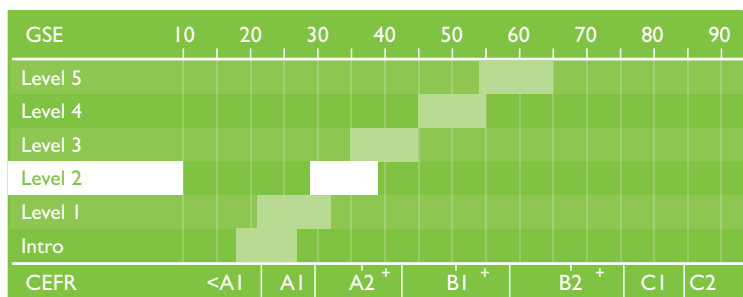
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Future Level 2 is aligned with the Global Scale of English and the Common European Framework of Reference. **It takes learners from CEFR A1 to A2+ (29–39 on the Global Scale of English).** Each lesson guides students to a “Can Do” goal in line with 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 | Making Connections

Vocabulary	Physical descriptions Personalities
Listening	Listen to conversations about: <ul style="list-style-type: none">• the way people look• personalities• getting to know someone
Speaking/ Pronunciation	Describe the way people look Describe people by their personality Make an introduction Get to know someone you just met Recognize appropriate topics for conversation Word stress Vowel sounds in unstressed syllables Sentence stress
Grammar	Simple present: <i>be</i> + adjective Simple present: <i>have</i> + object Be: Compound sentences with <i>and/but</i> Be: Additions with <i>and . . . , too/and . . . , not, either</i> Simple present tense of <i>be</i> : <i>Yes/No</i> and information questions
Life Skills	Understand abbreviations on an ID card Complete an application for an ID card Complete a driver's license application
Reading	Read an article about ways people learn Take a quiz about learning styles Reading Skill: Find the main idea Problem-solving: Read about responding to impolite questions
Writing	Describe the way people look Write about your personality Write learning tips to match your learning style
Numeracy	Heights and weights Telephone numbers Street addresses Dates Social Security and ID numbers
Persistence	Find classmates with the same learning style and give tips for learning English Play a game to remember your classmates' names Make a booklet about the members of your class

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SKILL	LEARNING OBJECTIVE	CEFR	GSE	PAGE
Grammar	Can ask yes/no questions using the present simple.	A1 (22–29)	26	22
	Can link clauses and sentences with a range of basic connectors.	A2 (30–35)	32	16, 17, 23
	Can use the verb <i>be</i> in the simple present with adjectives.	A1 (22–29)	25	10
	Can ask yes/no questions using the present simple.	A1 (22–29)	26	23
Listening	Can understand simple, everyday conversations if conducted slowly and clearly.	A2 (30–35)	33	8, 14, 20, 24
Reading	Can find specific, predictable information in everyday materials (e.g. menus, timetables).	A2 (30–35)	31	12
	Can identify specific information in simple letters, brochures, and short articles.	A2+ (36–42)	37	18, CCRS Reading 1–3, 5*
	Can understand simple questions in questionnaires on familiar topics.	A2 (30–35)	31	19
	Can scan a simple text, identifying the main topic(s).	A2+ (36–42)	40	24
	Can read a simple text and extract factual details.	A2 (30–35)	35	CCRS Writing 1
Speaking	Can exchange simple information on everyday topics, provided the other person speaks slowly and clearly and is prepared to help.	A2 (30–35)	34	13, 14, 16, 18, 19, 22, CCRS Writing 2
	Can ask and answer simple questions about people they know in a limited way.	A1 (22–29)	28	6
	Can use simple language to describe people's appearance.	A2 (30–35)	34	9, 11
	Can talk about everyday things (e.g. people, places, job, study) in a basic way.	A2 (30–35)	31	15, 17
	Can accurately repeat clearly spoken words, phrases, and short sentences.	A1 (22–29)	25	6, 9, 15, 21
	Can answer simple questions and respond to simple statements in an interview.	A2+ (36–42)	37	CCRS Reading 5, CCRS Writing 1
	Can use simple, everyday polite forms of greeting and address.	A2+ (36–42)	36	21, 24
Vocab	Can use language related to appearance.	<A1 (10–21) A1 (22–29)	10–29	6, 7, 8
Writing	Can give personal details in written form in a limited way.	A2 (30–35)	31	17, CCRS Reading 6
	Can give basic advice in writing using simple language.	A2+ (36–42)	42	19
	Can complete simple forms with basic personal details.	A1 (22–29)	23	13
	Can write simple sentences about someone's life and routines.	A1 (22–29)	28	CCRS Writing 2

* 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 | All in the Family

Vocabulary	Family members Ways to keep in touch with family
Listening	Listen to conversations about: <ul style="list-style-type: none">• family members• things people have in common• keeping in touch with family Listen to a game show quiz about family members
Speaking/ Pronunciation	Talk about your life and family Compare families in the U.S. and your country Talk about what people have in common Ask about keeping in touch with family members Word stress Strong and weak pronunciations of <i>do</i>
Grammar	Simple present affirmative and negative: <i>have/live/work</i> Simple present: Additions with <i>and . . . , too/and . . . not, either</i> Simple present: <i>Yes/No</i> and information questions
Life Skills	Ask about sending mail Identify types of mail Understand post office mailing services Complete a post office customs form
Reading	Read about a family Read an advice column about managing responsibilities Reading Skill: Retell information in your own words Problem-solving: Read about a conflict with a family member
Writing	Write about your life and family Write a list of your responsibilities Describe how people are similar
Numeracy	Weights of letters and packages Shipping times for post office mailing services
Persistence	Find things you and your classmates have in common Make a poster about class members' personalities

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SKILL	LEARNING OBJECTIVE	CEFR	GSE	PAGE
Grammar	Can ask wh- questions using the present simple.	A1 (22–29)	26	42, 43
	Can make affirmative statements using the present simple without time reference.	A1 (22–29)	26	30, 31
Listening	Can understand simple, everyday conversations if conducted slowly and clearly.	A2 (30–35)	33	28, 34, 40, 44
Reading	Can find specific, predictable information in everyday materials (e.g. menus, timetables).	A2 (30–35)	31	38, 39
	Can identify specific information in simple letters, brochures, and short articles.	A2+ (36–42)	37	33, CCRS Reading 1–3, 5
	Can understand short, simple personal emails and letters.	A2+ (36–42)	37	32
	Can scan a simple text, identifying the main topic(s).	A2+ (36–42)	40	44
	Can read a simple text and extract factual details.	A2 (30–35)	35	28, CCRS Writing 1
Speaking	Can communicate in routine tasks requiring simple, direct exchanges of information.	A2+ (36–42)	36	27, 34, 37, 39
	Can exchange simple information on everyday topics, provided the other person speaks slowly and clearly and is prepared to help.	A2 (30–35)	34	26, 28, 29, 31, 32, 33, 35, 37, 38, 40, 41, 43, 44, CCRS Writing 2
	Can give basic advice using simple language.	A2+ (36–42)	39	33, 44
	Can talk about everyday things (e.g. people, places, job, study) in a basic way.	A2 (30–35)	31	37
	Can accurately repeat clearly spoken words, phrases, and short sentences.	A1 (22–29)	25	29, 35, 41
	Can answer simple questions and respond to simple statements in an interview.	A2+ (36–42)	37	CCRS Reading 5, CCRS Writing 1
	Can describe their family, living conditions, education and present, or most recent job.	A2 (30–35)	33	27
Vocab	Can use language related to family members and relationships.	A2 (30–35) A2+ (36–42)	30–42	26
	Can use language related to everyday activities.	A2 (30–35) A2+ (36–42)	30–42	CCRS Reading 5
Writing	Can give personal details in written form in a limited way.	A2 (30–35)	31	31, 33, CCRS Reading 6
	Can write simple sentences about someone's life and routines.	A1 (22–29)	28	37, CCRS Writing 2
	Can complete a simple form requiring travel information (e.g. landing card, customs declaration).	A1 (22–29)	27	39

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UNIT 3 | Lots to Do

Vocabulary	Clothes and materials Daily errands Problems with purchases
Listening	Listen to conversations about: <ul style="list-style-type: none">• clothing someone needs or wants• errands and shopping plans• problems with purchases Listen to a radio interview with shoppers
Speaking/ Pronunciation	Talk about the types of store sales Describe clothing you need or want Talk about errands and shopping plans Describe problems with purchases Pronunciation of <i>need to</i> and <i>want to</i> Pronunciation of <i>going to</i>
Grammar	Simple present: <i>want/need</i> + infinitive <i>Be going to</i> + verb Adverbs of degree: <i>very/too</i>
Life Skills	Count your change Read a store ad Understand types of sales, sale prices, and discounts Read a sales receipt Ask about a mistake on a sales receipt Write a personal check
Reading	Read an article about ways to pay for purchases Reading Skill: Identify the writer's purpose Problem-solving: Read about a problem with a purchase
Writing	Write about clothes you need or want Write about some people's errands Write about how you will pay for your next big purchase Write reasons that people are returning clothes
Numeracy	Count change Prices in a product ad Percentages of sale discounts Amounts of discounts, tax, and total on a sales receipt Calculations of the cost of different payment methods
Persistence	Visualize your goals for learning English Make a neighborhood shopping guide

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SKILL	LEARNING OBJECTIVE	CEFR	GSE	PAGE
Grammar	Can express personal plans and intentions for the future using <i>going to</i> .	A2 (30–35)	35	56, 63
	Can use <i>want to</i> + infinitive to express intentions.	A2 (30–35)	31	50, 51
Listening	Can recognize phrases and content words related to familiar topics (e.g. shopping, local geography).	A2 (30–35)	31	48
	Can understand simple, everyday conversations if conducted slowly and clearly.	A2 (30–35)	33	54, 60, 64
Reading	Can find specific, predictable information in everyday materials (e.g. menus, timetables).	A2 (30–35)	31	52
	Can identify specific information in simple letters, brochures, and short articles.	A2+ (36–42)	37	58, 59, CCRS Reading 1–3
	Can scan a simple text, identifying the main topic(s).	A2+ (36–42)	40	64
	Can read a simple text and extract factual details.	A2 (30–35)	35	CCRS Writing 1
Speaking	Can communicate in routine tasks requiring simple, direct exchanges of information.	A2+ (36–42)	36	57, 60
	Can exchange simple information on everyday topics, provided the other person speaks slowly and clearly and is prepared to help.	A2 (30–35)	34	47, 48, 51, 52, 53, 54, 55, 57, 58, 59, 60, 61, 63, 64, CCRS Writing 2
	Can give basic advice using simple language.	A2+ (36–42)	39	64
	Can use a limited range of fixed expressions to describe objects, possessions, or products.	A2 (30–35)	35	46, 49, 51
	Can accurately repeat clearly spoken words, phrases, and short sentences.	A1 (22–29)	25	49, 52, 55, 61
	Can initiate and respond to simple statements on very familiar topics.	A2 (30–35)	30	47
	Can answer simple questions and respond to simple statements in an interview.	A2+ (36–42)	37	CCRS Reading 5, CCRS Writing 1
Vocab	Can use language related to the economy.	A2 (30–35) A2+ (36–42)	30–42	CCRS Reading 4, 5
	Can use language related to describing clothes.	A2 (30–35) A2+ (36–42)	30–42	46, 47
	Can use language related to money.	<A1 (10–21) A1 (22–29)	10–29	52
Writing	Can give personal details in written form in a limited way.	A2 (30–35)	31	CCRS Reading 6
	Can write simple sentences about what they and other people do.	A2 (30–35)	30	57
	Can write simple sentences about someone's life and routines.	A1 (22–29)	28	CCRS Writing 2

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UNIT 4 | Small Talk

Vocabulary	Free-time activities Types of classes Chores Reasons to decline an invitation
Listening	Listen to conversations about: <ul style="list-style-type: none">• weekend activities• likes and dislikes• accepting or declining an invitation Listen to a radio talk show offering tips for doing chores
Speaking/ Pronunciation	Talk about your weekend activities Communicate your likes and dislikes Invite someone to do something Accept or decline an invitation politely Words with one unpronounced syllable Pronunciation of <i>have to</i> and <i>has to</i>
Grammar	Adverbs of frequency Questions with <i>How often/</i> frequency time expressions Simple present: <i>like/love/hate</i> + infinitive Modal: <i>have to</i>
Life Skills	Read a community calendar Talk about the schedule of an event Complete a library card application
Reading	Read a bar graph about free time activities in the U.S. Read advice about rude and polite behavior on an online message board Reading Skill: Identify the topic Problem-solving: Read about declining an invitation politely
Writing	List your weekend plans Write about your likes and dislikes Write about what is rude or polite in your country
Numeracy	Dates on a calendar Starting and ending times for scheduled events Amounts and percentages in a bar graph
Persistence	Make plans to practice English outside of class Make a neighborhood activity guide

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SKILL	LEARNING OBJECTIVE	CEFR	GSE	PAGE
Grammar	Can use a range of common adverbs of frequency.	A2 (30–35)	33	70, 83
	Can express obligation and necessity in the present and near future with <i>have to</i> .	A2+ (36–42)	37	82, 83
	Can use the present simple to refer to likes, dislikes, and opinions.	A1 (22–29)	27	76
	Can form questions with <i>How often</i> in the present tense.	A2 (30–35)	32	71
Listening	Can extract key factual information such as prices, times, and dates from short clear, simple announcements.	A2 (30–35)	30	72, 73
	Can understand simple, everyday conversations if conducted slowly and clearly.	A2 (30–35)	33	74, 80, 84
	Can understand information related to people's daily routines.	A2 (30–35)	32	68
Reading	Can find specific, predictable information in everyday materials (e.g. menus, timetables).	A2 (30–35)	31	72, 78, 79
	Can identify specific information in simple letters, brochures and short articles.	A2+ (36–42)	37	CCRS Reading 1–5
	Can understand the general meaning of short, simple informational material and descriptions if there is visual support.	A2 (30–35)	34	77
	Can scan a simple text, identifying the main topic(s).	A2+ (36–42)	40	84
	Can read a simple text and extract factual details.	A2 (30–35)	35	CCRS Writing 1
Speaking	Can communicate in routine tasks requiring simple, direct exchanges of information.	A2+ (36–42)	36	80
	Can exchange simple information on everyday topics, provided the other person speaks slowly and clearly and is prepared to help.	A2 (30–35)	34	72, 73, 74, 75, 76, 77, 78, 79, 80, 82, CCRS Writing 2
	Can give basic advice using simple language.	A2+ (36–42)	39	79, 84
	Can ask someone about their hobbies and activities using simple language.	A2 (30–35)	31	71
	Can talk about everyday things (e.g. people, places, job, study) in a basic way.	A2 (30–35)	31	75, 80
	Can accurately repeat clearly spoken words, phrases, and short sentences.	A1 (22–29)	25	69, 75, 80
	Can initiate and respond to simple statements on very familiar topics.	A2 (30–35)	30	67, 71, 81
	Can answer simple questions and respond to simple statements in an interview.	A2+ (36–42)	37	CCRS Reading 6, CCRS Writing 1
	Can ask and answer questions about what they do at work and in their free time.	A2 (30–35)	35	67, 69, 84
Vocab	Can use language related to arts.	A2 (30–35) A2+ (36–42)	30–42	66, 67, 68
Writing	Can give personal details in written form in a limited way.	A2 (30–35)	31	79, CCRS Reading 6, CCRS Writing 2
	Can write short texts about their likes and dislikes using basic fixed expressions.	A2 (30–35)	34	77

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UNIT 5 | At Home

Vocabulary	Home repair problems Types of repair people Driving directions
Listening	Listen to conversations about: <ul style="list-style-type: none">• home repairs• renting an apartment• getting directions Listen to directions on a recorded telephone message
Speaking/ Pronunciation	Describe home repair problems Ask for information about an apartment Ask for and give directions to community locations Stress in two-word nouns Voiced and voiceless <i>th</i> sounds
Grammar	Present continuous: Affirmative and negative statements <i>There is/There are</i> : Affirmative and negative statements, questions, and short answers
Life Skills	Read apartment ads Understand abbreviations in rental ads Know where to find apartment ads Complete an application for an apartment Interpret a map
Reading	Read a U.S. map Read an article about a U.S. city Reading Skill: Skim to get the main idea Problem-solving: Read about a problem getting repairs in a rental apartment
Writing	Write about your community Write driving directions Write a housing classified ad
Numeracy	Costs of rent, utilities, fees, and security deposit Number of rooms in an apartment
Persistence	Find a classmate who lives in your area. Discuss what you like and dislike about your community. Write a daily planner for studying English

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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	90, 103
	Can use <i>there + be</i> to express presence/absence.	A1 (22–29)	27	96, 102
Listening	Can understand simple, everyday conversations if conducted slowly and clearly.	A2 (30–35)	33	88, 94, 104
	Can extract key factual information such as prices, times, and dates from a recorded phone message.	A2 (30–35)	35	100
Reading	Can identify specific information in simple letters, brochures, and short articles.	A2+ (36–42)	37	92, 93, 99, CCRS Reading 1–4
	Can scan a simple text, identifying the main topic(s).	A2+ (36–42)	40	98, 104
	Can read a simple text and extract factual details.	A2 (30–35)	35	CCRS Writing 1
Speaking	Can exchange simple information on everyday topics, provided the other person speaks slowly and clearly and is prepared to help.	A2 (30–35)	34	93, 98, 99, 100, 102, CCRS Writing 2
	Can give basic advice using simple language.	A2+ (36–42)	39	104
	Can give simple directions using a map or plan.	A2 (30–35)	32	101, 103
	Can describe basic activities or events that are happening at the time of speaking.	A2 (30–35)	33	91
	Can talk about everyday things (e.g. people, places, job, study) in a basic way.	A2 (30–35)	31	87, 88, 89
	Can accurately repeat clearly spoken words, phrases, and short sentences.	A1 (22–29)	25	89, 95, 100
	Can initiate and respond to simple statements on very familiar topics.	A2 (30–35)	30	93, 97, 104
	Can answer simple questions and respond to simple statements in an interview.	A2+ (36–42)	37	CCRS Reading 6, CCRS Writing 1
	Can answer simple questions on the phone using fixed expressions.	A2 (30–35)	34	94, 95
Vocab	Can use language related to areas, districts, and neighborhoods.	A2 (30–35) A2+ (36–42)	30–42	98
	Can use language related to directions, maps, and finding your way.	A2 (30–35) A2+ (36–42)	30–42	100
	Can use language related to describing homes and living conditions.	A2 (30–35) A2+ (36–42)	30–42	86, 87
Writing	Can give personal details in written form in a limited way.	A2 (30–35)	31	93, 99, CCRS Reading 6, CCRS Writing 2
	Can write very short, basic directions.	A2 (30–35)	32	103

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UNIT 6 | In the Past

Vocabulary	Events with family and friends Family activities Milestones in a person's life Commuting problems
Listening	Listen to conversations about: <ul style="list-style-type: none">• events with family and friends• life milestones• a bad day Listen to a radio interview with a famous person
Speaking/ Pronunciation	Talk about past activities Talk about personal milestones Talk about a bad day Extra syllable for -ed endings Intonation of statements repeated as questions
Grammar	Simple past: Regular verbs Simple past: Irregular verbs Simple past: Yes/No questions and short answers Simple past: Information questions
Life Skills	Recognize U.S. holidays Make a holiday calendar
Reading	Read a biography of Oprah Winfrey Read a time line of a person's life Reading Skill: Scan for information Problem-solving: Read about a mistake at work
Writing	Write about your past activities Write about milestones in your life Make a time line of your life Write a short autobiography Write an absence note to a teacher
Numeracy	Dates on a calendar Lengths of time Times of day
Persistence	Set goals to use vocabulary strategies

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SKILL	LEARNING OBJECTIVE	CEFR	GSE	PAGE
Grammar	Can ask wh- questions using the past tense of verbs.	A2 (30–35)	31	122, 123
	Can use negative forms of the simple past.	A1 (22–29)	29	110
	Can make affirmative statements using common irregular past simple forms.	A2 (30–35)	30	116, 123
Listening	Can understand simple, everyday conversations if conducted slowly and clearly.	A2 (30–35)	33	108, 112, 114, 120, 124
Reading	Can find specific, predictable information in everyday materials (e.g. menus, timetables).	A2 (30–35)	31	111
	Can identify specific information in simple letters, brochures, and short articles.	A2+ (36–42)	37	113, 119, CCRS Reading 1–4, 5
	Can scan a simple text, identifying the main topic(s).	A2+ (36–42)	40	118, 124
	Can read a simple text and extract factual details.	A2 (30–35)	35	CCRS Writing 1
Speaking	Can exchange simple information on everyday topics, provided the other person speaks slowly and clearly and is prepared to help.	A2 (30–35)	34	106, 112, CCRS Writing 2
	Can give basic advice using simple language.	A2+ (36–42)	39	124
	Can describe very basic events in the past using simple linking words (e.g. <i>then</i> , <i>next</i>).	A2+ (36–42)	38	111, 121
	Can talk about everyday things (e.g. people, places, job, study) in a basic way.	A2 (30–35)	31	107, 108, 109, 114, 115, 117, 119
	Can accurately repeat clearly spoken words, phrases, and short sentences.	A1 (22–29)	25	109, 115, 121
	Can initiate and respond to simple statements on very familiar topics.	A2 (30–35)	30	115, 124
	Can answer simple questions and respond to simple statements in an interview.	A2+ (36–42)	37	CCRS Reading 5, CCRS Writing 1
Vocab	Can use language related to holidays.	A2 (30–35) A2+ (36–42)	30–42	112
	Can use language related to matches, races, competitions, and events.	A2 (30–35) A2+ (36–42)	30–42	106, 107, 111
	Can use language related to history.	A2 (30–35) A2+ (36–42)	30–42	CCRS Reading 4, 5
Writing	Can write short, simple notes, emails, and messages relating to everyday matters.	A2+ (36–42)	38	122
	Can give personal details in written form in a limited way.	A2 (30–35)	31	117, 119, CCRS Reading 6, CCRS Writing 2

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UNIT 7 | Health Watch

Vocabulary	Health problems Symptoms Common injuries
Listening	Listen to conversations about: <ul style="list-style-type: none">• making a doctor's appointment• an injury• calling in sick to work
Speaking/ Pronunciation	Describe a symptom Make a doctor's appointment Talk about an injury Report an absence to a work supervisor Linking a consonant to a vowel sound Pronunciation of <i>t</i> between two vowel sounds Using pauses to organize sentences into thought groups
Grammar	Prepositions of time: <i>at/by/in/on/from . . . to</i> Simple past: Irregular verbs Ways to express reasons: <i>because</i> + a subject and a verb; <i>for</i> + a noun
Life Skills	Read a medical appointment card Read OTC medical labels Read a prescription Read prescription medicine labels and instructions Ask questions about taking medicine
Reading	Read an article about ways to manage stress Take a stress quiz Reading Skill: Use formatting clues to find main points Problem-solving: Read about a problem with a coworker
Writing	Complete a medical history form Write about an injury Write about stress in your life
Numeracy	Dates and times of appointments Medicine dosages Expiration dates Score a quiz and interpret the results
Persistence	Find classmates who share the same sources of stress. Talk about ways to manage stress. Identify obstacles to class attendance and make plans to overcome them Make a booklet of home remedies

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SKILL	LEARNING OBJECTIVE	CEFR	GSE	PAGE
Grammar	Can use the correct preposition (<i>on</i> or <i>at</i>) with various common time expressions.	A2 (30–35)	33	130, 143
	Can use <i>because</i> with verb phrases to refer to causes and reasons.	A2 (30–35)	35	142
	Can make affirmative statements using common irregular past simple forms.	A2 (30–35)	30	136, 137, 143
Listening	Can understand simple, everyday conversations if conducted slowly and clearly.	A2 (30–35)	33	134, 140, 144
Reading	Can find specific, predictable information in everyday materials (e.g. menus, timetables).	A2 (30–35)	31	131, 132, 133, 139
	Can identify specific information in simple letters, brochures and short articles.	A2+ (36–42)	37	139, CCRS Reading 1–3, 4
	Can scan a simple text, identifying the main topic(s).	A2+ (36–42)	40	138, 144
	Can read a simple text and extract factual details.	A2 (30–35)	35	140, CCRS Writing 1
Speaking	Can exchange simple information on everyday topics, provided the other person speaks slowly and clearly and is prepared to help.	A2 (30–35)	34	126, 128, 131, 132, 134, 135, 139, CCRS Writing 2
	Can give basic advice using simple language.	A2+ (36–42)	39	144
	Can make an appointment on the phone.	A2+ (36–42)	42	129
	Can talk about everyday things (e.g. people, places, job, study) in a basic way.	A2 (30–35)	31	138, 140, 141
	Can accurately repeat clearly spoken words, phrases, and short sentences.	A1 (22–29)	25	129, 135, 141
	Can initiate and respond to simple statements on very familiar topics.	A2 (30–35)	30	127, 144
	Can answer simple questions and respond to simple statements in an interview.	A2+ (36–42)	37	137, CCRS Reading 5, CCRS Writing 1
Vocab	Can use language related to diseases, accidents, and injuries.	A2 (30–35) A2+ (36–42)	30–42	134
	Can use language related to parts of the body and mind.	A2 (30–35) A2+ (36–42)	30–42	CCRS Reading 3, 4
	Can use language related to wellness and illness.	A2 (30–35) A2+ (36–42)	30–42	126, 127
Writing	Can give personal details in written form in a limited way.	A2 (30–35)	31	139, CCRS Reading 5, CCRS Writing 2
	Can complete a simple form asking for medical information.	A2+ (36–42)	39	133

FUTURE 2

English for Results

UNIT 8 | Job Hunting

Vocabulary	<p>Job duties</p> <p>Job skills</p> <p>Fields of employment</p>
Listening	<p>Listen to a job interview about:</p> <ul style="list-style-type: none"> • job duties and skills • work history • availability
Speaking/ Pronunciation	<p>Talk about your skills at a job interview</p> <p>Talk about things you can and can't do</p> <p>Talk about your work experience</p> <p>Explain your reason for changing jobs</p> <p>Answer questions about your availability</p> <p>Pronunciation of <i>can</i> and <i>can't</i></p> <p>Intonation of questions with <i>or</i></p>
Grammar	<p>Can to express ability: Affirmative and negative statements, Yes/No questions and short answers</p> <p>Time expressions with <i>ago</i>, <i>last</i>, <i>in</i>, and <i>later</i></p> <p>Ways to express alternatives: <i>or</i>, <i>and</i></p>
Life Skills	<p>Read help-wanted ads</p> <p>Understand abbreviations in help-wanted ads</p> <p>Complete a job application</p>
Reading	<p>Read a time line</p> <p>Read an article about jobs in the U.S.</p> <p>Read information about job interviews</p> <p>Reading Skill: Predict the topic</p> <p>Problem-solving: Read about what to say in a job interview when you've been fired</p>
Writing	<p>Write about your dream job</p> <p>Write about your job skills and work history</p> <p>Write a time line</p> <p>Write about a job you want in five years</p> <p>Write about a person's availability</p>
Numeracy	<p>Hourly wages</p> <p>Telephone numbers</p> <p>Periods of time</p> <p>Percentages of workers in fields of employment</p> <p>Starting and ending time of a work shift</p>
Persistence	<p>Find classmates who want the same job in five years. Talk about what you need to do to get the job.</p> <p>Assign jobs to students to assist the teacher in class</p> <p>Make a job skills booklet</p>

FUTURE 2

English for Results

SKILL	LEARNING OBJECTIVE	CEFR	GSE	PAGE
Grammar	Can link clauses and sentences with a range of basic connectors.	A2 (30–35)	32	162
	Can use <i>can</i> to refer to ability in the present.	A1 (22–29)	29	150, 151, 163
	Can use a range of common time expressions with <i>past/to</i> and fractions.	A2 (30–35)	31	156, 157, 163
Listening	Can understand simple, everyday conversations if conducted slowly and clearly.	A2 (30–35)	33	148, 149, 154, 160, 164
Reading	Can find specific, predictable information in everyday materials (e.g. menus, timetables).	A2 (30–35)	31	152, 153
	Can identify specific information in simple letters, brochures, and short articles.	A2+ (36–42)	37	159, CCRS Reading 1–4, 5
	Can scan a simple text, identifying the main topic(s).	A2+ (36–42)	40	164
	Can read a simple text and extract factual details.	A2 (30–35)	35	160, CCRS Writing 1
	Can understand a job application form requiring basic professional information.	A2+ (36–42)	40	151
Speaking	Can exchange simple information on everyday topics, provided the other person speaks slowly and clearly and is prepared to help.	A2 (30–35)	34	150, 151, 153, 157, CCRS Writing 2
	Can give basic advice using simple language.	A2+ (36–42)	39	164
	Can talk about everyday things (e.g. people, places, job, study) in a basic way.	A2 (30–35)	31	146, 147, 148, 149, 151, 152, 153, 158, 160, 161
	Can accurately repeat clearly spoken words, phrases, and short sentences.	A1 (22–29)	25	155, 161
	Can initiate and respond to simple statements on very familiar topics.	A2 (30–35)	30	157
	Can answer simple questions and respond to simple statements in an interview.	A2+ (36–42)	37	151, 155, 164, CCRS Reading 5, CCRS Writing 1
Vocab	Can use language related to computers and the internet.	A2 (30–35) A2+ (36–42)	30–42	CCRS Reading 5
	Can use language related to aptitude, ability, knowledge, and skills.	A2 (30–35) A2+ (36–42)	30–42	151
	Can use language related to jobs.	A2 (30–35) A2+ (36–42)	30–42	146, 147
Writing	Can give personal details in written form in a limited way.	A2 (30–35)	31	157, 159, CCRS Reading 6, CCRS Writing 2
	Can complete a simple job application form requiring basic professional information.	A2+ (36–42)	42	153

FUTURE 2

English for Results

UNIT 9 | Parents and Children

Vocabulary	Types of schools School subjects Ways children misbehave in school
Listening	Listen to conversations about: <ul style="list-style-type: none">• a parent-teacher conference and school events• a child's progress in school• a child's behavior in school
Speaking/ Pronunciation	Make plans for school events Communicate with your child's teacher Discuss your child's progress in school Discuss your child's behavior in school Pronunciation of <i>will</i> The 's or s' possessive ending
Grammar	Future with <i>will</i> Adverbs of manner Object pronouns Possessive nouns
Life Skills	Leave and take a telephone message Complete a telephone message form Complete a school enrollment form
Reading	Read about parent-teacher conferences and PTOs Read about ways students can get help with schoolwork Read an article about the cost of going to college Interpret a bar graph Reading Skill: Use information in charts and tables Read a school newsletter Problem-solving: Read about a problem with a child's behavior in school
Writing	Write about the progress of students you know Write about your educational goals
Numeracy	Dates and times of school events Telephone numbers Percentages of students going to college Costs of tuition and college expenses
Persistence	Create a portfolio of your English work Make a poster about ways to improve your English skills

FUTURE 2

English for Results

SKILL	LEARNING OBJECTIVE	CEFR	GSE	PAGE
Grammar	Can use s' to express possession with plural nouns.	A2 (30–35)	30	182, 183
	Can use personal pronouns as objects and complements.	A1 (22–29)	27	177, 183
	Can form and use irregular adverbs.	A2+ (36–42)	37	176
Listening	Can understand standard speech on familiar matters, with some repetition or reformulation.	A2+ (36–42)	38	168, 172, 174, 180
	Can understand simple, everyday conversations if conducted slowly and clearly.	A2 (30–35)	33	184
	Can understand the main information in a simple work-related phone message.	A2+ (36–42)	37	172
Reading	Can find specific, predictable information in everyday materials (e.g. menus, timetables).	A2 (30–35)	31	172, 178
	Can identify specific information in simple letters, brochures, and short articles.	A2+ (36–42)	37	179, CCRS Reading 1–3, 5
	Can identify specific information in a simple factual text.	A2+ (36–42)	39	168, 174, CCRS Writing 1
	Can scan a simple text, identifying the main topic(s).	A2+ (36–42)	40	184
Speaking	Can give an extended description of everyday topics (e.g. people, places, experiences).	A2+ (36–42)	38	166, 171
	Can communicate in routine tasks requiring simple, direct exchanges of information.	A2+ (36–42)	36	167, 168, 169, 171, 172, 173, 174, 175, 177, 179, 180, 181, 182
	Can exchange simple information on everyday topics, provided the other person speaks slowly and clearly and is prepared to help.	A2 (30–35)	34	CCRS Writing 2
	Can give basic advice using simple language.	A2+ (36–42)	39	184
	Can accurately repeat clearly spoken words, phrases, and short sentences.	A1 (22–29)	25	169, 175, 181
	Can initiate and respond to simple statements on very familiar topics.	A2 (30–35)	30	184
	Can answer simple questions and respond to simple statements in an interview.	A2+ (36–42)	37	CCRS Reading 5, CCRS Writing 1
Vocab	Can use language related to language and linguistics.	A2 (30–35) A2+ (36–42)	30–42	CCRS Reading 4
	Can use language related to studying, learning, and teaching.	C1 (76–84) C2 (85–90)	76–90	166, 167
Writing	Can write about everyday things (e.g. people, places, job, study) in linked sentences.	A2+ (36–42)	41	177, 179, CCRS Reading 5, CCRS Writing 2

FUTURE 2

English for Results

UNIT 10 | Let's Eat!

Vocabulary	Food containers and quantities Types of food stores Food on a restaurant menu
Listening	Listen to conversations about: <ul style="list-style-type: none">• quantities of food• reasons for buying specific brands of food• ordering food at a restaurant Listen to a food commercial
Speaking/ Pronunciation	Talk about the food you need to buy Compare different brands of food products Order food at a restaurant Weak pronunciation of <i>to, the, a, and of</i>
Grammar	Count nouns/Non-count nouns <i>How much/How many</i> Comparative adjectives with <i>than</i> Quantifiers with plural and noncount nouns
Life Skills	Understand the importance of a healthy diet Read ingredient and nutrition labels Read food ads Compare the healthfulness of two food products Read and order food from a menu
Reading	Read an article about the nutrients in food Read an article about the effects of caffeine Reading Skill: Get meaning from context Problem-solving: Read about a parent's problem providing healthy meals for her family
Writing	Write a food shopping list Complete a healthy eating log Compare food in a supermarket ad Write a radio commercial for a food product Keep a caffeine journal
Numeracy	Quantities of food Amounts on food labels Prices of food products
Persistence	Plan a class picnic Get to know a classmate over tea and cookies Make a food shopping guide

FUTURE 2

English for Results

SKILL	LEARNING OBJECTIVE	CEFR	GSE	PAGE
Grammar	Can make comparisons with regular shorter adjectives + <i>-er</i> .	A2+ (36–42)	38	196, 197, 203
	Can use uncountable (mass) nouns with no quantifier or an appropriate quantifier.	A2 (30–35)	32	190, 202, 203
	Can ask about quantities using <i>how much/many</i> with count and uncountable nouns.	A2 (30–35)	30	191
Listening	Can understand standard speech on familiar matters, with some repetition or reformulation.	A2+ (36–42)	38	188, 194, 195, 200
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	192, 199, CCRS Reading 1–4
	Can identify specific information in a simple factual text.	A2+ (36–42)	39	CCRS Writing 1
	Can scan a simple text, identifying the main topic(s).	A2+ (36–42)	40	204
Speaking	Can communicate in routine tasks requiring simple, direct exchanges of information.	A2+ (36–42)	36	186, 187, 188, 189, 191, 192, 193, 194, 195, 197, 199, 200, 201, CCRS Writing 2
	Can participate in short conversations in routine contexts on topics of interest.	A2+ (36–42)	41	195, 204
	Can give basic advice using simple language.	A2+ (36–42)	39	204
	Can accurately repeat clearly spoken words, phrases, and short sentences.	A1 (22–29)	25	189, 190, 195, 201
	Can initiate and respond to simple statements on very familiar topics.	A2 (30–35)	30	187
	Can answer simple questions and respond to simple statements in an interview.	A2+ (36–42)	37	CCRS Reading 5, CCRS Writing 1
Vocab	Can use language related to food and drink.	A2 (30–35) A2+ (36–42)	30–42	186, 187, 191, 197, CCRS Reading 4
Writing	Can write about everyday things (e.g. people, places, job, study) in linked sentences.	A2+ (36–42)	41	197, CCRS Reading 5, CCRS Writing 2
	Can write short, basic descriptions of places, people, or things.	A2+ (36–42)	38	199

FUTURE 2

English for Results

UNIT 11 | Call 911!

Vocabulary	Medical emergencies Dangerous situations Traffic violations
Listening	Listen to conversations about: <ul style="list-style-type: none">• a medical emergency call to 911• an emergency situation• a traffic stop Listen to a police officer talk about what to do if you are pulled over for a traffic violation
Speaking/ Pronunciation	Call 911 to report a medical emergency Describe an emergency situation Respond to a police officer's instructions during a traffic stop Stressed syllables The sound /h/ at the beginning of words
Grammar	Present continuous: Statements and questions <i>There was/There were</i> Compound imperatives
Life Skills	Call 911 to report a medical emergency Identify fire hazards in the home Understand fire safety devices and procedures Create a fire escape plan Identify ways to avoid accidents at home Respond to a police officer's instructions Complete an employee accident report
Reading	Read about 911 calls Read fire safety tips Read about a woman's actions during a fire Read an article about common causes of home injuries Reading Skill: Identify supporting details Problem-solving: Read about reporting an accident at work
Writing	Write about what people are doing Describe emergency situations Write about the safety of your home
Numeracy	Street addresses Numbers of home injuries per year Percentages of common household injuries
Persistence	Identify ways to improve your study skills and habits Make a fire escape plan poster for your school

FUTURE 2

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	210, 211, 223
	Can make affirmative statements using common regular past simple forms.	A2 (30–35)	30	216
Listening	Can understand standard speech on familiar matters, with some repetition or reformulation.	A2+ (36–42)	38	213, 214, 220, 224
Reading	Can identify specific information in simple letters, brochures, and short articles.	A2+ (36–42)	37	219, CCRS Reading 1–3, 5
	Can identify specific information in a simple factual text.	A2+ (36–42)	39	CCRS Writing 1
	Can scan a simple text, identifying the main topic(s).	A2+ (36–42)	40	213
	Can read a simple text and extract factual details.	A2 (30–35)	35	224
Speaking	Can communicate in routine tasks requiring simple, direct exchanges of information.	A2+ (36–42)	36	207, 208, 209, 213, 215, 217, 218, CCRS Writing 2
	Can participate in short conversations in routine contexts on topics of interest.	A2+ (36–42)	41	214, 217, 219, 220, 221
	Can give basic advice using simple language.	A2+ (36–42)	39	224
	Can give a short, basic description of events and activities.	A2+ (36–42)	42	211
	Can accurately repeat clearly spoken words, phrases, and short sentences.	A1 (22–29)	25	209, 215, 221
	Can initiate and respond to simple statements on very familiar topics.	A2 (30–35)	30	224
	Can answer simple questions and respond to simple statements in an interview.	A2+ (36–42)	37	CCRS Reading 5, CCRS Writing 1
Vocab	Can use language related to utilities, public services, and emergency services.	A2 (30–35) A2+ (36–42)	30–42	CCRS Reading 3, 4
	Can use language related to diseases, accidents, and injuries.	A2 (30–35) A2+ (36–42)	30–42	206, 212
Writing	Can write about everyday things (e.g. people, places, job, study) in linked sentences.	A2+ (36–42)	41	219, CCRS Reading 5, CCRS Writing 2

FUTURE 2

English for Results

UNIT 12 | The World of Work

Vocabulary	<p>Job responsibilities</p> <p>Reasons people change their work schedules</p>
Listening	<p>Listen to conversations about:</p> <ul style="list-style-type: none"> • policies at work • covering a work shift • changing your work schedule <p>Listen to a talk about company policies at a new employee orientation</p>
Speaking/ Pronunciation	<p>Ask questions about company policies</p> <p>Ask a co-worker to cover your shift</p> <p>Give reasons for missing work</p> <p>Request a schedule change</p> <p>Rising intonation in <i>Yes/No</i> questions</p> <p>Falling intonation in statements and information questions</p>
Grammar	<p>Expressions of necessity: <i>must/have to</i></p> <p>Expressions of prohibition: <i>must not/can't</i></p> <p>Information questions with <i>Who</i></p> <p>Information questions with <i>What/ Which/When/Where</i></p> <p><i>Can/Could</i> to ask permission</p>
Life Skills	<p>Read a pay stub</p> <p>Understand payroll deductions and overtime hours</p> <p>Understand the Social Security program</p> <p>Complete a vacation request form</p>
Reading	<p>Read an employee manual</p> <p>Read about overtime hours</p> <p>Read about a problem at work</p> <p>Read a FAQ about the Social Security program</p> <p>Reading Skill: Think about what you know</p> <p>Problem-solving: Read about a worker's problem with a schedule</p>
Writing	<p>Write about your responsibilities</p> <p>Write about your life after you retire</p>
Numeracy	<p>Dates</p> <p>Amounts of money on a pay stub</p> <p>Calculations of earnings and deductions on a pay stub</p> <p>Times on a schedule</p>
Persistence	<p>Form into one of three groups: employees, students, and parents. Discuss your responsibilities.</p> <p>Review the unit goals you have achieved</p> <p>Make an employee manual</p>

FUTURE 2

English for Results

SKILL	LEARNING OBJECTIVE	CEFR	GSE	PAGE
Grammar	Can make basic polite requests with <i>could</i> .	A2 (30–35)	33	242, 243
	Can ask <i>wh</i> - questions about the subject.	A2+ (36–42)	38	236, 237, 243
	Can use <i>must</i> to express obligation and necessity in the present and near future.	A2+ (36–42)	37	230, 231
Listening	Can understand standard speech on familiar matters, with some repetition or reformulation.	A2+ (36–42)	38	228, 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	231, 239, CCRS Reading 1–4, 5
	Can identify specific information in a simple factual text.	A2+ (36–42)	39	CCRS Writing 1
	Can read a simple text and extract factual details.	A2 (30–35)	35	234, 244
Speaking	Can communicate in routine tasks requiring simple, direct exchanges of information.	A2+ (36–42)	36	226, 227, 229, 231, 232, 233, 238, 239, 241, CCRS Writing 2
	Can participate in short conversations in routine contexts on topics of interest.	A2+ (36–42)	41	228, 231, 234, 235, 237, 238, 244
	Can give basic advice using simple language.	A2+ (36–42)	39	244
	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	244
	Can answer simple questions and respond to simple statements in an interview.	A2+ (36–42)	37	CCRS Reading 5, CCRS Writing 1
Vocab	Can use language related to job description and types of work.	A2 (30–35) A2+ (36–42)	30–42	226, 227
Writing	Can write about everyday things (e.g. people, places, job, study) in linked sentences.	A2+ (36–42)	41	239, CCRS Reading 6, CCRS Writing 2