

FUTURE 3

English for Results



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

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FUTURE 3

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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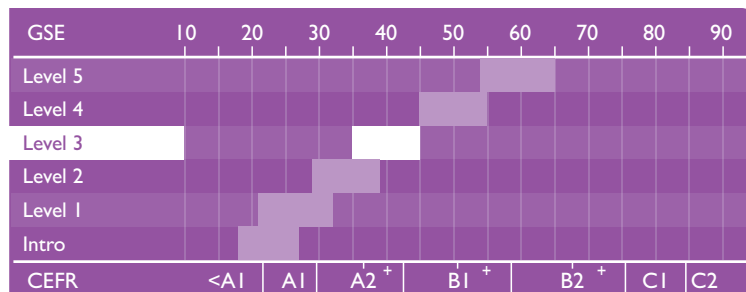
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FUTURE 3

English for Results

Future Level 3 is aligned with the Global Scale of English and the Common European Framework of Reference. **It takes learners from CEFR A2 to B1 (35–45 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

FUTURE 3

English for Results

UNIT 1 | In the Neighborhood

Vocabulary	Countries
Listening	Listen to a conversation about people making new acquaintances Listen to a radio announcement about the West-Indian Day parade Listen to a conversation about people's past habits
Speaking/ Pronunciation	Make small talk Talk about life in the U.S. Talk about holidays and celebrations Compare your life now with your life in the past Word stress Pronunciation of <i>used to</i>
Grammar	Simple present Quantifiers <i>Used to</i>
Life Skills	Identify countries on a world map Follow a recipe Handle food safely
Reading	Read about new communities in the U.S. <i>Reading Skill:</i> Understanding the main idea
Writing	Write about your life now and in the past Describe your life in your native country Describe your life in the U.S.
Problem Solving/ Numeracy	Give advice to someone who recently moved to the U.S.
Persistence	Ask and answer questions with a partner about yourselves Write a poem about yourself

FUTURE 3

English for Results

SKILL	LEARNING OBJECTIVE	CEFR	GSE	PAGE
Grammar	Can use a wide range of quantifiers with countable (count) and uncountable (non-count) nouns.	B1 (43–50)	43	16
	Can use ‘used to’ to refer to past habits and routines.	B1 (43–50)	45	22
	Can ask wh- questions using the present simple.	A1 (22–29)	26	11
	Can make negative statements using the present simple.	A1 (22–29)	26	10
Listening	Can get the gist of short, simple stories if told slowly and clearly.	A2+ (36–42)	37	20
	Can identify key details in a simple recorded dialogue or narrative.	A2+ (36–42)	39	7, 14, 20
	Can understand standard speech on familiar matters, with some repetition or reformulation.	A2+ (36–42)	38	9, 15, 21, 24
Reading	Can understand the main information from simple diagrams (e.g. graphs, bar charts).	A2+ (36–42)	42	CCRS Reading 1*
	Can find specific, predictable information in everyday materials (e.g. menus, timetables).	A2 (30–35)	31	18, 19
	Can identify specific information in simple letters, brochures, and short articles.	A2+ (36–42)	37	13, CCRS Reading 3, 5
	Can understand short, simple narratives and biographies.	A2+ (36–42)	39	23, 24, CCRS Writing 1
	Can scan a simple text, identifying the main topic(s).	A2+ (36–42)	40	CCRS Reading 2
Speaking	Can give a short simple talk or presentation on a familiar topic.	A2+ (36–42)	42	11
	Can communicate in routine tasks requiring simple, direct exchanges of information.	A2+ (36–42)	36	7, 18, CCRS Reading 5, CCRS Writing 2
	Can participate in short conversations in routine contexts on topics of interest.	A2+ (36–42)	41	9, 12, 13, 14, 15, 17, 18, 19, 20, 21, 24
	Can give basic advice using simple language.	A2+ (36–42)	39	24
	Can describe habits and routines.	A2+ (36–42)	38	22
	Can carry out a simple informal interview.	B1 (43–50)	50	11
Vocab	Can use language related to nation, nationality, and language.	A2 (30–35) A2+ (36–42)	30–42	6, 7
Writing	Can write a brief summary of their own personal details, e.g. for a business card.	A2+ (36–42)	40	CCRS Writing 2
	Can write descriptions of everyday personal experiences.	A2+ (36–42)	41	23, CCRS Writing 2
	Can write short, basic descriptions of places, people, or things.	A2+ (36–42)	38	23, CCRS Reading 5

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

FUTURE 3

English for Results

UNIT 2 | Dreams and Goals

Vocabulary	Educational goals Goals at work Community goals
Listening	Listen to a conversation about people going back to school Listen to a conversation about looking for a job Listen to a radio announcement for a community center
Speaking/ Pronunciation	Talk about your hopes and dreams Talk about going back to school Talk about future plans Talk about looking for a better job Talk about community services Pronunciation of <i>will</i> Pronunciation of <i>going to</i>
Grammar	<i>Will/will probably/might/won't</i> The future with <i>be going to</i> Present continuous for the future
Life Skills	Set goals Talk about obstacles and supports
Reading	Read about entrepreneurs <i>Reading Skill:</i> Predicting
Writing	Write about your goals Describe the steps you will take to reach your goals
Problem Solving/ Numeracy	Give advice to someone who wants to change careers
Persistence	Categorize goals Set goals Set time limits for goals Talk about obstacles and supports

FUTURE 3

English for Results

SKILL	LEARNING OBJECTIVE	CEFR	GSE	PAGE
Grammar	Can express personal plans and intentions for the future using 'going to'.	A2 (30–35)	35	36
	Can use the present continuous with future reference.	A2+ (36–42)	42	42
	Can use 'will' + infinitive for predictions about the future.	A2+ (36–42)	38	30
Listening	Can identify key details in a simple recorded dialogue or narrative.	A2+ (36–42)	39	28, 34, 41
	Can understand standard speech on familiar matters, with some repetition or reformulation.	A2+ (36–42)	38	29, 35, 44
Reading	Can identify specific information in simple letters, brochures, and short articles.	A2+ (36–42)	37	33, CCRS Reading 2, 4
	Can make basic inferences or predictions about text content from headings, titles, or headlines.	B1 (43–50)	43	32
	Can understand short, simple narratives and biographies.	A2+ (36–42)	39	40, 44, CCRS, Writing 1
	Can scan a simple text, identifying the main topic(s).	A2+ (36–42)	40	CCRS Reading, 1
	Can understand short, simple narrative texts.	A2+ (36–42)	36	CCRS Reading, 1
Speaking	Can communicate in routine tasks requiring simple, direct exchanges of information.	A2+ (36–42)	36	34, 39, 41, CCRS Reading 5, CCRS Writing 2, 3
	Can participate in short conversations in routine contexts on topics of interest.	A2+ (36–42)	41	27, 28, 29, 31, 34, 35, 38, 41
	Can give basic advice using simple language.	A2+ (36–42)	39	44
	Can describe future plans and intentions using fixed expressions.	B1 (43–50)	43	31, 37, 43, 44
Vocab	Can use language related to manner of doing something.	A2 (30–35) A2+ (36–42)	30–42	26, 27
Writing	Can write a brief summary of their own personal details, e.g. for a business card.	A2+ (36–42)	40	CCRS Writing 2
	Can write descriptions of everyday personal experiences.	A2+ (36–42)	41	CCRS Writing 2
	Can write about everyday things (e.g. people, places, job, study) in linked sentences.	A2+ (36–42)	41	40
	Can write short, basic descriptions of places, people, or things.	A2+ (36–42)	38	38, 39, 40, CCRS Reading 5

FUTURE 3

English for Results

UNIT 3 | School Days

Vocabulary	School activities
Listening	Listen to a radio talk show about parental involvement in school Listen to a conversation about bullies at school Listen to a conversation between a parent and a school counselor
Speaking/ Pronunciation	Talk about why children fall behind in school Talk about ways to help children in school Talk about library services Talk about dealing with bullies Talk about things teachers and counselors should do to help children Talk about ways that children can continue their education Word stress in two-syllable nouns Word stress in phrasal verbs
Grammar	Inseparable and separable phrasal verbs Simple past review: Regular and irregular verbs <i>Should</i> and <i>Have to</i>
Life Skills	Understand the letter grading system Read a report card Listen to a school telephone recording Role-play a parent-teacher meeting
Reading	Read a letter from a parent to a teacher Read a tutor sign up sheet Read an article about library services <i>Reading Skill:</i> Using what you know
Writing	Write a letter to a librarian asking for improvements to services
Problem Solving/ Numeracy	Talk about local school problems and what parents can do Talk about problems children sometimes have at school and suggest solutions Give advice to a parent
Persistence	Identify your resources for learning English

FUTURE 3

English for Results

SKILL	LEARNING OBJECTIVE	CEFR	GSE	PAGE
Grammar	Can use 'should(n't)' to offer or ask for advice or suggestions.	A2+ (36–42)	36	62
	Can use phrasal verbs with separated object.	B1 (43–50)	46	50
	Can use negative forms of the simple past.	A1 (22–29)	29	57
	Can ask wh- questions using the present simple.	A1 (22–29)	26	49, 57
Listening	Can identify key details in a simple recorded dialogue or narrative.	A2+ (36–42)	39	48, 61
	Can understand standard speech on familiar matters, with some repetition or reformulation.	A2+ (36–42)	38	55, 59, 61, 64
Reading	Can find specific, predictable information in everyday materials (e.g. menus, timetables).	A2 (30–35)	31	58, 59
	Can identify specific information in simple letters, brochures, and short articles.	A2+ (36–42)	37	53, CCRS Reading 2–4, 5
	Can understand short, simple personal emails and letters.	A2+ (36–42)	37	54
	Can identify specific information in a simple factual text.	A2+ (36–42)	39	CCRS, Writing 1
	Can understand short, simple narratives and biographies.	A2+ (36–42)	39	64
	Can scan a simple text, identifying the main topic(s).	A2+ (36–42)	40	CCRS Reading, 1
	Can understand short, simple narrative texts.	A2+ (36–42)	36	CCRS Reading, 1
Speaking	Can communicate in routine tasks requiring simple, direct exchanges of information.	A2+ (36–42)	36	CCRS Reading 6, CCRS Writing 2, 3
	Can participate in short conversations in routine contexts on topics of interest.	A2+ (36–42)	41	47, 48, 49, 51, 52, 54, 55, 56, 57, 59, 63
	Can give basic advice using simple language.	A2+ (36–42)	39	59, 61, 64
	Can describe future plans and intentions using fixed expressions.	B1 (43–50)	43	64
Vocab	Can use language related to studying, learning, and teaching.	A2 (30–35) A2+ (36–42)	30–42	46, 47
Writing	Can write a basic formal email/letter requesting information.	B1 (43–50)	46	54
	Can write descriptions of everyday personal experiences.	A2+ (36–42)	41	CCRS Writing 2
	Can write short, basic descriptions of places, people, or things.	A2+ (36–42)	38	CCRS Reading 6, CCRS Writing 2

FUTURE 3

English for Results

UNIT 4 | Getting a Job

Vocabulary	Qualities of employees
Listening	Listen to a radio commercial for a technical school Listen to a conversation at a job interview Listen to a radio talk show about illegal interview questions
Speaking/ Pronunciation	Talk about your work experience Describe your work history Talk about positive work behavior Pronunciation of the final -s Penultimate stress in words ending with <i>-sion</i> or <i>-tion</i>
Grammar	Present perfect: Yes/No questions with <i>ever</i> and <i>never</i> Present perfect: Statements with <i>for</i> and <i>since</i> <i>Be</i> + adjective + infinitive
Life Skills	Read and complete a job application
Reading	Read a letter of recommendation Read an online job advertisement Read an article about job interviews <i>Reading Skill:</i> Making inferences
Writing	Write a list of questions and answers for a job interview Write a thank-you letter for a job interview Describe your qualifications Use correct letter format
Problem Solving/ Numeracy	Talk about how to respond to job interview questions Give advice to someone filling out a job application
Persistence	Check the progress of your goals

FUTURE 3

English for Results

SKILL	LEARNING OBJECTIVE	CEFR	GSE	PAGE
Grammar	Can correctly use 'since' and 'for' in time expressions.	B1 (43–50)	44	76
	Can use the present perfect with 'ever'.	A2+ (36–42)	41	70
	Can make statements with the verb 'be' and adjectives with verbs in the infinitive.	A2+ (36–42)	40	82
Listening	Can identify key details in a simple recorded dialogue or narrative.	A2+ (36–42)	39	68
	Can understand standard speech on familiar matters, with some repetition or reformulation.	A2+ (36–42)	38	69, 75, 84
	Can follow an everyday conversation or informal interview on common topics.	B1 (43–50)	50	74, 81
Reading	Can find specific, predictable information in everyday materials (e.g. menus, timetables).	A2 (30–35)	31	CCRS Reading, 1
	Can identify specific information in simple letters, brochures, and short articles.	A2+ (36–42)	37	78, CCRS Reading 2, 4, CCRS Writing 1
	Can understand short, simple narratives and biographies.	A2+ (36–42)	39	84
	Can scan a simple text, identifying the main topic(s).	A2+ (36–42)	40	CCRS Reading, 1
	Can understand a job application form requiring basic professional information.	A2+ (36–42)	40	72, 73
Speaking	Can communicate in routine tasks requiring simple, direct exchanges of information.	A2+ (36–42)	36	66, 74, CCRS Reading 5, CCRS Writing 2, 5
	Can participate in short conversations in routine contexts on topics of interest.	A2+ (36–42)	41	67, 68, 69, 71, 73, 78, 79, 80, 81, 83
	Can give basic advice using simple language.	A2+ (36–42)	39	84
	Can describe future plans and intentions using fixed expressions.	B1 (43–50)	43	84
	Can carry out a simple informal interview.	B1 (43–50)	50	75, 77
Vocab	Can use language related to aptitude, ability, knowledge, and skills.	A2 (30–35) A2+ (36–42)	30–42	66, 67
Writing	Can write descriptions of everyday personal experiences.	A2+ (36–42)	41	CCRS Writing 2
	Can write simple sentences about their educational background and present or past job.	A2+ (36–42)	41	73
	Can write short, basic descriptions of places, people, or things.	A2+ (36–42)	38	CCRS Reading 5, CCRS Writing 2
	Can write very simple personal emails/letters expressing thanks and apology.	A2+ (36–42)	38	80

FUTURE 3

English for Results

UNIT 5 | Traveling

Vocabulary	People, things, and places in an airport
Listening	Listen to an airport announcement Listen to a telephone conversation about friends' travel arrangements Listen to a telephone conversation about travel delays
Speaking/ Pronunciation	Give and follow instructions at an airport Talk about airline travel Identify personal belongings Talk about delays and cancellations Make polite requests and ask for permission Pronunciation of <i>can</i> Sentence stress
Grammar	<i>Can/could</i> : Affirmative and negative statements <i>Be able to</i> : Affirmative and negative statements Possessive adjectives and possessive pronouns Polite requests with <i>would/could/will/can</i> Requests for permission with <i>could/can/may</i>
Life Skills	Read screen instructions Read a bus terminal map
Reading	Read an article about traveling safely <i>Reading Skill</i> : Getting meaning from context
Writing	Write about a problem you had when you traveled Describe the problem
Problem Solving/ Numeracy	Solve a travel problem
Persistence	Identify what is important to you

FUTURE 3

English for Results

SKILL	LEARNING OBJECTIVE	CEFR	GSE	PAGE
Grammar	Can refer to impossibility and inability in the past using 'couldn't'.	A2+ (36–42)	41	90
	Can use possessive pronouns as objects and complements.	B1 (43–50)	45	96
	Can use 'May I/we . . . ?' for formal and polite requests for permission.	A2+ (36–42)	41	102
Listening	Can identify key details in a simple recorded dialogue or narrative.	A2+ (36–42)	39	88, 94, 101
	Can understand standard speech on familiar matters, with some repetition or reformulation.	A2+ (36–42)	38	89, 95, 104
Reading	Can find specific, predictable information in everyday materials (e.g. menus, timetables).	A2 (30–35)	31	CCRS Reading, 1
	Can identify specific information in simple letters, brochures, and short articles.	A2+ (36–42)	37	93, 98, CCRS Reading 2, 4, CCRS Writing 1
	Can understand the instructions to buy tickets online.	A2+ (36–42)	39	92, 93
	Can understand short, simple narratives and biographies.	A2+ (36–42)	39	100, 104
	Can scan a simple text, identifying the main topic(s).	A2+ (36–42)	40	CCRS Reading, 1
Speaking	Can communicate in routine tasks requiring simple, direct exchanges of information.	A2+ (36–42)	36	87, 88, CCRS Reading 5, CCRS Writing 2, 3
	Can participate in short conversations in routine contexts on topics of interest.	A2+ (36–42)	41	87, 89, 91, 92, 94, 95, 97, 98, 100, 101, 103
	Can ask for, follow, and give detailed directions.	B1 (43–50)	44	93
	Can give basic advice using simple language.	A2+ (36–42)	39	99, 104
	Can describe future plans and intentions using fixed expressions.	B1 (43–50)	43	104
Vocab	Can use language related to airports, aircraft, and air travel.	B1 (43–50) B1+ (51–58)	43–58	86, 87, 99
Writing	Can write descriptions of everyday personal experiences.	A2+ (36–42)	41	CCRS Writing 2
	Can write short, basic descriptions of places, people, or things.	A2+ (36–42)	38	100, CCRS Reading 5, CCRS Writing 2

FUTURE 3

English for Results

UNIT 6 | Getting a Good Deal

Vocabulary	Problems with purchases
Listening	Listen to a conversation about a broken appliance Listen to a conversation about problems with cell phone service Listen to a customer making an exchange
Speaking/ Pronunciation	Talk about product defects Talk about getting a good deal Talk about problems with cell phone service Compare prices and quality Compare shopping experiences Make an exchange Pronunciation of <i>th</i> - Linking consonants to vowels
Grammar	Noun clauses Comparative adjectives As . . . as with adjectives
Life Skills	Read a newspaper sales ad Read a rebate
Reading	Read a warranty Read an article about comparison shopping <i>Reading Skill:</i> Using formatting clues
Writing	Write about shopping experiences Compare two stores
Problem Solving/ Numeracy	Talk about problems with cell phone service Give advice to people with phone service problems Compare price and quality Give advice to people buying a refrigerator
Persistence	Identify what you have learned so far

FUTURE 3

English for Results

SKILL	LEARNING OBJECTIVE	CEFR	GSE	PAGE
Grammar	Can make comparisons with 'more' + longer adjectives.	A2+ (36–42)	36	116
	Can make comparisons using '(not) as . . . as' with adjectives and adverbs.	B1 (43–50)	44	122
	Can make statements and ask questions with 'know (that)' + complement clauses.	B1 (43–50)	48	110
Listening	Can identify key details in a simple recorded dialogue or narrative.	A2+ (36–42)	39	108, 114, 120
	Can understand standard speech on familiar matters, with some repetition or reformulation.	A2+ (36–42)	38	109, 115, 121, 124
Reading	Can identify specific information in simple letters, brochures, and short articles.	A2+ (36–42)	37	112, 113, 118, CCRS Reading 2–4, 5
	Can make basic inferences or predictions about text content from headings, titles, or headlines.	B1 (43–50)	43	CCRS Reading, 1
	Can understand short, simple narratives and biographies.	A2+ (36–42)	39	124
	Can scan a simple text, identifying the main topic(s).	A2+ (36–42)	40	123, CCRS Reading 1
	Can understand short, simple narrative texts.	A2+ (36–42)	36	CCRS, Writing 1
Speaking	Can communicate in routine tasks requiring simple, direct exchanges of information.	A2+ (36–42)	36	108, CCRS Reading 6, CCRS Writing 2
	Can participate in short conversations in routine contexts on topics of interest.	A2+ (36–42)	41	107, 109, 111, 113, 114, 115, 117, 118, 121
	Can give basic advice using simple language.	A2+ (36–42)	39	124
	Can describe future plans and intentions using fixed expressions.	B1 (43–50)	43	124
	Can compare their own and others' possessions using simple language.	A2+ (36–42)	37	122, 123
Vocab	Can use language related to complaints and resolving complaints.	B1 (43–50) B1+ (51–58)	43–58	106, 107
Writing	Can write descriptions of everyday personal experiences.	A2+ (36–42)	41	CCRS Writing 2
	Can write short, basic descriptions of places, people, or things.	A2+ (36–42)	38	123, CCRS Reading 6, CCRS Writing 2

FUTURE 3

English for Results

UNIT 7 | Getting There Safely

Vocabulary	Things and places on the road
Listening	Listen to a traffic report Listen to a police officer interview drivers after an accident Listen to a radio report about steps to take after a car accident
Speaking/ Pronunciation	Talk about car maintenance Describe a traffic accident Identify steps to take after an accident Talk about driving costs Pronunciation of <i>a/an/the</i> Vowel sounds of unstressed syllables
Grammar	<i>A, An, The</i> Past continuous Present time clauses
Life Skills	Identify parts of a car
Reading	Identify causes of car accidents <i>Reading Skill:</i> Interpreting charts
Writing	Write a letter to the mayor of your city about a traffic problem Explain the problem Suggest a solution
Problem Solving/ Numeracy	Identify common car problems Talk about ways to drive defensively Talk about ways to save money on gas and cars Give advice to someone who hit a parked car
Persistence	Identify your favorite activities

FUTURE 3

English for Results

SKILL	LEARNING OBJECTIVE	CEFR	GSE	PAGE
Grammar	Can use the definite article to refer to a specific person, thing, or situation.	A2 (30–35)	32	130
	Can use a range of prepositions of time, such as ‘before’, ‘during’, ‘since’, ‘till/until’.	B1 (43–50)	44	142
	Can distinguish between the past simple and past continuous.	A2+ (36–42)	40	136
Listening	Can identify key details in a simple recorded dialogue or narrative.	A2+ (36–42)	39	128, 134, 141
	Can understand standard speech on familiar matters, with some repetition or reformulation.	A2+ (36–42)	38	129, 135, 144
Reading	Can find specific, predictable information in everyday materials (e.g. menus, timetables).	A2 (30–35)	31	CCRS Reading, 1
	Can identify specific information in simple letters, brochures, and short articles.	A2+ (36–42)	37	138, 149, CCRS Reading 2, 4, CCRS Writing 1
	Can understand short, simple narratives and biographies.	A2+ (36–42)	39	144
	Can scan a simple text, identifying the main topic(s).	A2+ (36–42)	40	CCRS Reading, 1
Speaking	Can communicate in routine tasks requiring simple, direct exchanges of information.	A2+ (36–42)	36	128, 131, CCRS Reading 5, CCRS Writing 2, 3
	Can participate in short conversations in routine contexts on topics of interest.	A2+ (36–42)	41	127, 129, 131, 134, 135, 137, 138, 140, 141, 143
	Can give basic advice using simple language.	A2+ (36–42)	39	139, 144
	Can describe future plans and intentions using fixed expressions.	B1 (43–50)	43	144
Vocab	Can use language related to traffic and navigation.	B1 (43–50) B1+ (51–58)	43–58	126, 127
	Can use language related to cars and driving.	B1 (43–50) B1+ (51–58)	43–58	132, 133
Writing	Can write descriptions of everyday personal experiences.	A2+ (36–42)	41	CCRS Writing 2
	Can write short, basic descriptions of places, people, or things.	A2+ (36–42)	38	140, CCRS Reading 5, CCRS Writing 2

FUTURE 3

English for Results

UNIT 8 | Staying Healthy

Vocabulary	Health habits
Listening	Listen to a radio report about eating habits Listen to a radio announcement about diabetes Listen to a radio announcement about family health Listen to a conversation about dental health
Speaking/ Pronunciation	Talk about eating habits Talk about nutrition and special diets Talk about family health Talk about healthy food substitutes Talk about dental health Pronunciation of <i>do</i> Intonation with <i>Yes/No</i> and <i>Wh</i> questions
Grammar	Adverbs of frequency Verb + gerund as object Gerunds
Life Skills	Read a nutritional label
Reading	Read about school lunches <i>Reading Skill:</i> Understanding facts and opinions
Writing	Describe your eating habits Write about your diet in your native country and in the U.S.
Problem Solving/ Numeracy	Give advice to a parent about dental care
Persistence	Identify ways to reduce stress

FUTURE 3

English for Results

SKILL	LEARNING OBJECTIVE	CEFR	GSE	PAGE
Grammar	Can use verb + ‘-ing’ forms as the subject of a sentence.	B1 (43–50)	43	162
	Can use verb + ‘-ing’ forms as the complement of a sentence.	A2+ (36–42)	37	156
	Can use adverbs of frequency and manner in the correct position.	A2+ (36–42)	36	150
Listening	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech.	B1 (43–50)	47	149, 153, 154, 155, 161, 164
	Can follow an everyday conversation or informal interview on common topics.	B1 (43–50)	50	148, 160
Reading	Can extract relevant details in everyday letters, brochures, and short official documents.	B1 (43–50)	48	152
	Can generally understand straightforward factual texts on familiar topics.	B1 (43–50)	46	158, CCRS Reading 2, CCRS Writing 1
	Can understand short, simple narratives and biographies.	A2+ (36–42)	39	163, 164
	Can scan short texts to locate specific information.	B1 (43–50)	44	CCRS Reading 1, 4
Speaking	Can contribute to a group discussion if the discussion is conducted slowly and clearly.	B1 (43–50)	49	148, 151, 152, 154, 157, 158, 163
	Can convey simple information of immediate relevance and emphasize the main point.	B1 (43–50)	45	151
	Can communicate in routine tasks requiring simple, direct exchanges of information.	A2+ (36–42)	36	147
	Can express belief, opinion, agreement, and disagreement politely.	B1 (43–50)	45	159, 162, 164, CCRS Writing 2
	Can discuss everyday, practical issues when the conversation is conducted slowly and clearly.	B1 (43–50)	49	149, 153, 155, 161, 164, CCRS Reading 5, CCRS Writing 3
	Can carry out a simple informal interview.	B1 (43–50)	50	151
Vocab	Can use language related to personal comfort, hygiene, and bodily processes.	B1 (43–50) B1+ (51–58)	43–58	160
Writing	Can write short, simple essays with basic structure on familiar topics.	B1 (43–50)	46	163, CCRS Writing 2
	Can write short, basic descriptions of places, people, or things.	A2+ (36–42)	38	CCRS Writing 2

FUTURE 3

English for Results

UNIT 9 | On the Job

Vocabulary	Job skills
Listening	Listen to an employer train an employee Listen to an employee ask for time off Listen to an employee respond to correction
Speaking/ Pronunciation	Identify your strengths in the workplace Ask for clarification Talk about expectations on the job Respond appropriately to correction by an employer Give and follow instructions Sentence stress to clarify
Grammar	<i>One/Ones</i> Verb + object + infinitive Reported speech: commands and requests with <i>tell/ask</i>
Life Skills	Identify safety hazards at work Interpret a safety poster Interpret safety signs
Reading	Read about health in the workplace <i>Reading Skill:</i> Skimming
Writing	Write about good and bad things about a job Write about your feelings about the job
Problem Solving/ Numeracy	Talk about your biggest problems at work and give suggestions Identify situations in workplaces that cause stress or can harm your health and suggest solutions
Persistence	Identify times you succeeded at something

FUTURE 3

English for Results

SKILL	LEARNING OBJECTIVE	CEFR	GSE	PAGE
Grammar	Can report past orders and requests with 'say/tell/ask'.	B1 (43–50)	48	182
	Can use a range of verbs taking 'to' + infinitive.	B1 (43–50)	47	176
	Can use 'one/ones' as prop words to replace nouns.	B1 (43–50)	48	170
Listening	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech.	B1 (43–50)	47	168, 169, 180, 181, 184
	Can follow an everyday conversation or informal interview on common topics.	B1 (43–50)	50	175
Reading	Can generally understand straightforward factual texts on familiar topics.	B1 (43–50)	46	CCRS Reading 1, 2–3, CCRS Writing 1
	Can understand short, simple narratives and biographies.	A2+ (36–42)	39	184
	Can skim a short text to identify its main purpose.	B1 (43–50)	45	172
	Can scan short texts to locate specific information.	B1 (43–50)	44	CCRS Reading 1, 5
	Can extract the key details from simple informational materials (e.g. company policies).	B1 (43–50)	49	173, 178
Speaking	Can contribute to a group discussion if the discussion is conducted slowly and clearly.	B1 (43–50)	49	166, 167, 168, 173, 174, 175, 177, 179, 180
	Can initiate, maintain, and close simple, face-to-face conversations on familiar topics.	B1 (43–50)	46	181
	Can express belief, opinion, agreement, and disagreement politely.	B1 (43–50)	45	175, 180, 184, CCRS Reading 6, CCRS Writing 2
	Can ask for, follow, and give detailed directions.	B1 (43–50)	44	171
	Can discuss everyday, practical issues when the conversation is conducted slowly and clearly.	B1 (43–50)	49	169, 183, 184, CCRS Writing 2
Vocab	Can use language related to aptitude, ability, knowledge, and skills.	B1 (43–50) B1+ (51–58)	43–58	166, 167
Writing	Can write short, simple essays with basic structure on familiar topics.	B1 (43–50)	46	CCRS Writing 2
	Can write short, basic descriptions of places, people, or things.	A2+ (36–42)	38	174, CCRS Reading 6, CCRS Writing 2

FUTURE 3

English for Results

UNIT 10 | Going to the Doctor

Vocabulary	Places in a hospital
Listening	<p>Listen to conversations about:</p> <ul style="list-style-type: none">• rescheduling a doctor appointment• describing symptoms• medical procedures and concerns
Speaking/ Pronunciation	<p>Talk about problems with making or going to doctor's appointments</p> <p>Reschedule a doctor's appointment</p> <p>Talk about feelings about doctors</p> <p>Talk about symptoms</p> <p>Talk about medical procedures and concerns</p> <p>Pronunciation of /d/ /t/ /ɪd/ sound in verbs ending with <i>-ed</i></p> <p>Time length of stressed and unstressed syllables</p>
Grammar	<p>Participial adjectives</p> <p>Present perfect continuous</p> <p>Gerunds after prepositions</p>
Life Skills	<p>Recognize places in a hospital</p> <p>Identify parts of the body</p> <p>Read and complete a medical history form</p>
Reading	<p>Read about immunizations</p> <p><i>Reading Skill:</i> Using graphics</p>
Writing	<p>Write about an experience with a doctor</p>
Problem Solving/ Numeracy	<p>Problem-solve how to calm children getting an immunization</p> <p>Problem-solve a situation with diabetes</p>
Persistence	<p>Identify things you are an expert at</p>

FUTURE 3

English for Results

SKILL	LEARNING OBJECTIVE	CEFR	GSE	PAGE
Grammar	Can use past participles as adjectives.	B1 (43–50)	50	190
	Can use the present perfect continuous to refer to ongoing states and conditions.	B1 (43–50)	48	196
	Can form and use phrases with prepositions + verbs (+’-ing’).	B1 (43–50)	47	202
Listening	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech.	B1 (43–50)	47	188, 189, 194, 195, 201, 203
Reading	Can generally understand straightforward factual texts on familiar topics.	B1 (43–50)	46	198, CCRS Reading 1, 2–3, CCRS Writing 1
	Can understand short, simple narratives and biographies.	A2+ (36–42)	39	200, 203
	Can scan short texts to locate specific information.	B1 (43–50)	44	CCRS Reading 1, 5
	Can understand a simple form asking for medical information.	A2+ (36–42)	41	192
Speaking	Can contribute to a group discussion if the discussion is conducted slowly and clearly.	B1 (43–50)	49	187, 188, 192, 194, 195, 198, 201
	Can express attitudes using simple language.	B1 (43–50)	47	191
	Can initiate, maintain, and close simple, face-to-face conversations on familiar topics.	B1 (43–50)	46	189
	Can express belief, opinion, agreement, and disagreement politely.	B1 (43–50)	45	199, 203, CCRS Reading 6, CCRS Writing 2
	Can discuss everyday, practical issues when the conversation is conducted slowly and clearly.	B1 (43–50)	49	195, 203, CCRS Writing 2
	Can convey simple relevant information emphasizing the most important point.	B1 (43–50)	45	192
	Can give detailed accounts of experiences, describing feelings and reactions.	B1 (43–50)	49	197, 200
	Can ask closed questions to check facts and details.	B1 (43–50)	46	198
Vocab	Can use language related to parts of the body and mind.	B1 (43–50) B1+ (51–58)	43–58	192
	Can use language related to medicine and medical treatment.	B1 (43–50) B1+ (51–58)	43–58	186
Writing	Can write a brief summary of their own personal details, e.g. for a business card.	A2+ (36–42)	40	192
	Can write short, simple essays with basic structure on familiar topics.	B1 (43–50)	46	200, CCRS Writing 2
	Can write short, basic descriptions of places, people or things.	A2+ (36–42)	38	CCRS Reading 6, CCRS Writing 2

FUTURE 3

English for Results

UNIT 11 | Money Matters

Vocabulary	Money and banking
Listening	Listen to a radio commercial for banking services Listen to a customer open a bank account Listen to a radio talk show about budgeting Listen to a conversation about rental housing
Speaking/ Pronunciation	Open a checking account Use checking accounts safely Talk about uses and risks of credit cards Budget your expenses Ask about appliances and utilities Talk about housing Intonation with <i>if</i> - clauses
Grammar	Present real conditional Future real conditional Gerunds and infinitives as objects of verbs
Life Skills	Read a checking statement Read utility bills
Reading	Read an advertisement for free checking Read an article about using credit cards wisely <i>Reading Skill:</i> Understanding author purpose
Writing	Write about your financial goals
Problem Solving/ Numeracy	Read a checking statement Write ways to avoid problems with identity theft Read a budget worksheet Budget your expenses Read utility bills Problem-solve ways to save money on utilities Problem-solve ways for someone to get out of debt
Persistence	Reflect on your dreams, hopes, and goals Review what you have learned in class Identify how the things you learned in class have helped you reach your goals

FUTURE 3

English for Results

SKILL	LEARNING OBJECTIVE	CEFR	GSE	PAGE
Grammar	Can describe simple conditions where one event follows another.	B1 (43–50)	47	210
	Can describe possible future outcomes of a present action or situation using the first conditional.	B1 (43–50)	46	216
Listening	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech.	B1 (43–50)	47	208, 209, 215, 221, 224
	Can follow an everyday conversation or informal interview on common topics.	B1 (43–50)	50	220
Reading	Can skim a simple text to identify key concepts.	B1 (43–50)	45	218
	Can understand the main information from simple diagrams (e.g. graphs, bar charts).	A2+ (36–42)	42	218
	Can generally understand straightforward factual texts on familiar topics.	B1 (43–50)	46	213
	Can generally understand straightforward factual texts on familiar topics.	B1 (43–50)	46	213, CCRS Reading 1, 2–3, CCRS Writing 1
	Can understand short, simple narratives and biographies.	A2+ (36–42)	39	214, 224
	Can scan short texts to locate specific information.	B1 (43–50)	44	CCRS Reading 1, 4
Speaking	Can answer basic questions in a simple academic discussion.	B1 (43–50)	50	207, 215, 218, 219, 221, 223
	Can initiate, maintain, and close simple, face-to-face conversations on familiar topics.	B1 (43–50)	46	221
	Can express belief, opinion, agreement, and disagreement politely.	B1 (43–50)	45	208, 209, 211, 213, 217, 224, CCRS Reading 5, CCRS Writing 2
	Can discuss everyday, practical issues when the conversation is conducted slowly and clearly.	B1 (43–50)	49	211, 212, 224, CCRS Writing 2
	Can describe future plans and intentions using fixed expressions.	B1 (43–50)	43	214
Vocab	Can use language related to banking.	B1 (43–50) B1+ (51–58)	43–58	206, 212, 213
	Can use language related to advertising.	B1 (43–50) B1+ (51–58)	43–58	220
Writing	Can write short, simple essays with basic structure on familiar topics.	B1 (43–50)	46	214, CCRS Writing 2
	Can write short, basic descriptions of places, people, or things.	A2+ (36–42)	38	214, CCRS Reading 5, CCRS Writing 2

FUTURE 3

English for Results

UNIT 12 | Washington, D.C.

Vocabulary	Places in or near Washington, D.C.
Listening	Listen to a conversation about friends comparing trips to Washington, D.C. Listen to a tour guide talk about a travel itinerary Listen to a tour guide talk about President Lincoln
Speaking/ Pronunciation	Talk about favorite places Talk about famous places you have visited Talk about the government Talk about federal holidays Talk about rights and freedoms Talk about famous U.S. presidents Pronunciation of <i>did you</i> Word stress in compound words
Grammar	Superlatives: <i>-est, least, most, one of the most</i> Simple present passive Past passive
Life Skills	Read a subway map Ask for and listen to directions Identify the three branches of the U.S. government Identify federal holidays Identify Presidents George Washington and Abraham Lincoln
Reading	Read an article about the freedom of religion in the United States <i>Reading Skill:</i> Summarizing
Writing	Write about rights and freedoms Explain why one right or freedom is important to you
Problem Solving/ Numeracy	Give advice to travelers who are late for their flight
Persistence	Make a poster of your accomplishments and memories from class

FUTURE 3

English for Results

SKILL	LEARNING OBJECTIVE	CEFR	GSE	PAGE
Grammar	Can form irregular superlatives of adjectives and adverbs such as 'best', 'worst'.	A2+ (36–42)	38	230
	Can use the present simple passive.	B1 (43–50)	48	236
	Can use the past simple passive.	B1 (43–50)	48	242
Listening	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech.	B1 (43–50)	47	229, 233, 234, 235, 240, 241, 244
	Can follow an everyday conversation or informal interview on common topics.	B1 (43–50)	50	228
Reading	Can generally understand straightforward factual texts on familiar topics.	B1 (43–50)	46	238, CCRS Reading 1, 2–3, CCRS Writing 1
	Can understand short, simple narratives and biographies.	A2+ (36–42)	39	240, 244
	Can scan short texts to locate specific information.	B1 (43–50)	44	243, CCRS Reading 1, 5
	Can extract the key details from simple informational materials (e.g. company policies).	B1 (43–50)	49	232
Speaking	Can contribute to a group discussion if the discussion is conducted slowly and clearly.	B1 (43–50)	49	227, 228, 229, 235, 237, 238, 239, 242, 243
	Can explain key information in graphs and charts, using simple language.	B1 (43–50)	47	232, 233
	Can express belief, opinion, agreement, and disagreement politely.	B1 (43–50)	45	231, 244, CCRS Reading 6, CCRS Writing 2
	Can ask for, follow, and give detailed directions.	B1 (43–50)	44	233
	Can discuss everyday, practical issues when the conversation is conducted slowly and clearly.	B1 (43–50)	49	229, 234, 241, 244, CCRS Writing 2
Vocab	Can use language related to finance and organization of government.	B1 (43–50) B1+ (51–58)	43–58	226
Writing	Can write short, simple essays with basic structure on familiar topics.	B1 (43–50)	46	243, CCRS Writing 2
	Can write short, basic descriptions of places, people, or things.	A2+ (36–42)	38	CCRS Reading 6, CCRS Writing 2