

FUTURE 4

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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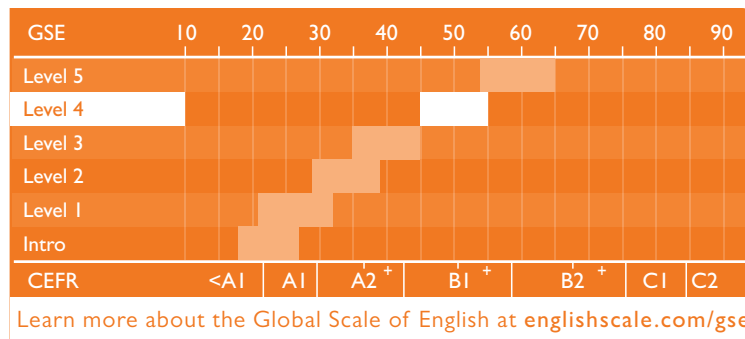
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Future Level 4 is aligned with the Global Scale of English and the Common European Framework of Reference. **It takes learners from CEFR B1 to B1+ (45–55 on the Global Scale of English).** Each lesson guides students to a “Can Do” goal in line with the Global Scale of English and the Common European Framework “Can Do” statements.



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UNIT 1 | Catching Up

Listening	Listen to two acquaintances catching up Listen to a conversation about goals Listen to a radio show about entrepreneurs
Speaking/ Pronunciation	Talk about yourself and your family Describe changes in routines Describe a successful person Discuss short-term and long-term goals Talk about people's past experiences Pronunciation of stressed words in sentences Reduced pronunciation of <i>did you</i>
Grammar	Simple present and present continuous Future with <i>will</i> , <i>be going to</i> , and present continuous Simple past and <i>used to</i>
Life Skills	Interpret and complete a school application
Reading	Read about a successful immigrant <i>Reading Skills:</i> Skim for the main idea; Scan for specific information
Writing	Write sentences about your short-term goals Write a biographical paragraph <i>Writing Tip:</i> Put information in chronological order
Problem Solving	Make suggestions to a friend for how to meet his goal of buying a house
Persistence	Community building <i>Team Project:</i> Make a Venn diagram about your routines

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SKILL	LEARNING OBJECTIVE	CEFR	GSE	PAGE
Grammar	Can tell when to use the present simple and when to use the present continuous.	A1 (22–29)	29	8
	Can distinguish between the most common ways of expressing the future.	A2+ (36–42)	41	14
	Can use negative forms of the simple past.	A1 (22–29)	29	20
Listening	Can follow the main points in a simple audio recording aimed at a general audience.	B1 (43–50)	43	18
	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	25
	Can follow an everyday conversation or informal interview on common topics.	B1 (43–50)	50	7, 12, 13, 19
	Can extract key details from conversations between colleagues about familiar topics.	B1 (43–50)	44	6
Reading	Can infer meaning in a simple academic text, in order to answer specific questions.	B1+ (51–58)	54	CCRS Reading 4–5, 5–6*
	Can identify key information in a simple academic text, if guided by questions.	B1 (43–50)	48	11
	Can skim a simple text to identify key concepts.	B1 (43–50)	45	22
	Can recognize the writer's point of view in a simple academic text, if guided by questions.	B1 (43–50)	48	22
	Can understand the main idea of a passage using textual clues.	B1 (43–50)	50	CCRS, Writing 2
	Can generally understand straightforward factual texts on familiar topics.	B1 (43–50)	46	CCRS Reading 1, 2, 3–4, 7
	Can make basic inferences or predictions about text content from headings, titles, or headlines.	B1 (43–50)	43	11
	Can skim a short text to identify its main purpose.	B1 (43–50)	45	25
	Can scan short texts to locate specific information.	B1 (43–50)	44	CCRS Reading 2, CCRS Writing 1
	Can scan a resume/CV for key information.	B1 (43–50)	45	16
Speaking	Can express opinions using simple language.	B1 (43–50)	45	10, 11, 12, 13, 15
	Can convey simple information of immediate relevance and emphasize the main point.	B1 (43–50)	45	6, 9, 12, 13, 16, 18, 19, 22, CCRS Writing 2
	Can initiate, maintain, and close simple, face-to-face conversations on familiar topics.	B1 (43–50)	46	7
	Can express belief, opinion, agreement and disagreement politely.	B1 (43–50)	45	18, 22, 25
	Can give or seek personal views and opinions in discussing topics of interest.	B1 (43–50)	46	CCRS, Reading 8
	Can discuss everyday, practical issues when the conversation is conducted slowly and clearly.	B1 (43–50)	49	25, CCRS Writing 2
	Can convey simple relevant information emphasizing the most important point.	B1 (43–50)	45	21
	Can carry out a simple informal interview.	B1 (43–50)	50	21
Writing	Can write short, simple essays with basic structure on familiar topics.	B1 (43–50)	46	23, CCRS Writing 2
	Can write a basic description of experiences, feelings and reactions, given a model.	B1 (43–50)	44	23, CCRS Reading 8, 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 | Tell Me About Yourself

Listening	Listen to a conversation between an employment specialist and a jobseeker Listen to advice on finding a job Listen to a job interview
Speaking/ Pronunciation	Talk about work-related goals Discuss job-related skills and abilities Talk about your experiences with jobhunting Talk about job-interview questions Respond to common interview questions Describe previous work experience and duties Pronunciation of silent syllables Pronunciation of stressed syllables in words
Grammar	Infinitives and gerunds Gerunds as objects of prepositions Simple past and present perfect
Life Skills	Interpret and write a résumé
Reading	Read about some methods of finding a job Read about job-interview questions <i>Reading Skill:</i> Use details to understand important ideas
Writing	Write sentences about your work-related goals Write a cover letter <i>Writing Tip:</i> Don't include unnecessary information
Problem Solving	Discuss ways to avoid being late for a job interview
Persistence	Planning for learning <i>Team Project:</i> Make a brochure of job-search resources

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SKILL	LEARNING OBJECTIVE	CEFR	GSE	PAGE
Grammar	Can use the present perfect with 'for/since' to talk about the duration of states and conditions.	B1 (43–50)	44	40
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	44
	Can follow an everyday conversation or informal interview on common topics.	B1 (43–50)	50	26, 27, 32, 33, 39
	Can understand information about a job role presented during a job interview.	B1+ (51–58)	54	38
Reading	Can infer meaning in a simple academic text, in order to answer specific questions.	B1+ (51–58)	54	CCRS Reading 4–5, 5–6
	Can understand the main idea of a passage using textual clues.	B1 (43–50)	50	CCRS, Writing 2
	Can extract relevant details in everyday letters, brochures, and short official documents.	B1 (43–50)	48	42
	Can generally understand straightforward factual texts on familiar topics.	B1 (43–50)	46	36, 37, CCRS Reading 1, 2, 3–4, 7
	Can make basic inferences or predictions about text content from headings, titles or headlines.	B1 (43–50)	43	36
	Can skim a short text to identify its main purpose.	B1 (43–50)	45	44
	Can scan short texts to locate specific information.	B1 (43–50)	44	CCRS Reading 2, Writing 1
	Can scan a resume/CV for key information.	B1 (43–50)	45	31
Speaking	Can contribute to a group discussion if the discussion is conducted slowly and clearly.	B1 (43–50)	49	26, 27, 29, 30, 32, 34, 35, 36, 37, 38, 41, 42
	Can express opinions using simple language.	B1 (43–50)	45	38, 39
	Can convey simple information of immediate relevance and emphasize the main point.	B1 (43–50)	45	26, 42, CCRS Writing 2
	Can express belief, opinion, agreement, and disagreement politely.	B1 (43–50)	45	44
	Can give or seek personal views and opinions in discussing topics of interest.	B1 (43–50)	46	CCRS, Reading 8
	Can discuss everyday, practical issues when the conversation is conducted slowly and clearly.	B1 (43–50)	49	27, 34, 44, CCRS Writing 2
	Can discuss their own achievements in previous jobs during a job interview.	B1+ (51–58)	58	39
Writing	Can write short, simple essays with basic structure on familiar topics.	B1 (43–50)	46	CCRS Writing 2
	Can write a basic description of experiences, feelings, and reactions, given a model.	B1 (43–50)	44	43, CCRS Reading 8, CCRS Writing 2

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UNIT 3 | Community Life

Listening	Listen to a conversation about a festival Listen to a conversation about community problems Listen to a conversation about ways to improve a community
Speaking/ Pronunciation	Talk about cultural festivals and traditions Describe your feelings about your neighborhood Describe community issues Talk about community services Talk about making changes in a community Discuss ways to improve a community Pronunciation of unreleased final stop consonants Weak and blended pronunciation of <i>to</i>
Grammar	Participial adjectives <i>Wish</i> in the present and future Verb + Object + Infinitive
Life Skills	Listen for and give information and directions
Reading	Read about a community garden <i>Reading Skill:</i> Make inferences
Writing	Write sentences describing your feelings about your neighborhood Write a paragraph about your neighborhood <i>Writing Tip:</i> Include details such as examples
Problem Solving	Discuss things a family can do to continue living in a changing community
Persistence	Community building <i>Team Project:</i> Make a poster for a community service in your area

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SKILL	LEARNING OBJECTIVE	CEFR	GSE	PAGE
Grammar	Can use 'I wish/if only' to express wishes and dreams related to the present or future.	B1+ (51–58)	54	54
	Can use a range of verbs taking 'to' + infinitive.	B1 (43–50)	47	60
	Can form a range of adjectives from nouns and verbs with common suffixes.	B1 (43–50)	47	48
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	46, 50, 58, 64
	Can follow an everyday conversation or informal interview on common topics.	B1 (43–50)	50	47, 52, 53, 59
Reading	Can infer meaning in a simple academic text, in order to answer specific questions.	B1+ (51–58)	54	CCRS Reading 4–5, 5–6
	Can identify the key points presented in graphs and charts in a simple academic text, if guided by questions.	B1+ (51–58)	54	51
	Can understand the main idea of a passage using textual clues.	B1 (43–50)	50	CCRS Writing 2
	Can generally understand straightforward factual texts on familiar topics.	B1 (43–50)	46	56, CCRS Reading 1, 2, 3–4, 7
	Can make basic inferences or predictions about text content from headings, titles, or headlines.	B1 (43–50)	43	56
	Can skim a short text to identify its main purpose.	B1 (43–50)	45	64
	Can scan short texts to locate specific information.	B1 (43–50)	44	CCRS Reading 2, Writing 1
	Can distinguish between facts and opinions in simple written proposals.	B1 (43–50)	50	62
Speaking	Can contribute to a group discussion if the discussion is conducted slowly and clearly.	B1 (43–50)	49	46, 47, 49, 50, 52, 53, 55, 56, 57, 58, 59, 61, 62
	Can convey simple information of immediate relevance and emphasize the main point.	B1 (43–50)	45	CCRS Writing 2
	Can express belief, opinion, agreement, and disagreement politely.	B1 (43–50)	45	64
	Can give or seek personal views and opinions in discussing topics of interest.	B1 (43–50)	46	CCRS Reading 8
	Can ask for, follow, and give detailed directions.	B1 (43–50)	44	51
	Can discuss everyday, practical issues when the conversation is conducted slowly and clearly.	B1 (43–50)	49	47, 52, 53, 58, 59, 62, 64, CCRS Writing 2
Writing	Can write short, simple essays with basic structure on familiar topics.	B1 (43–50)	46	63, CCRS Writing 2
	Can write a basic description of experiences, feelings, and reactions, given a model.	B1 (43–50)	44	63, CCRS Reading 8, CCRS Writing 2

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UNIT 4 | On the Job

Listening	Listen to an on-the-job training session Listen to medical personnel discussing patients Listen to an employee's performance review
Speaking/ Pronunciation	Talk about your experiences at a new job Communicate with supervisors and coworkers Check your understanding of a situation at work Ask and answer questions about performance reviews Give and follow work-related instructions Stress in phrasal verbs Pronunciation of auxiliary verbs
Grammar	Phrasal verbs Negative Yes/No questions Indirect instructions, commands, and requests
Life Skills	Read an employee handbook
Reading	Read about common workplace injuries <i>Reading Skill:</i> Recognize restatements
Writing	Write instructions for a simple procedure Write a memo to a supervisor <i>Writing Tip:</i> Use language that is direct and clear in a memo
Problem Solving	Discuss solutions to problems caused by work schedules
Persistence	Planning for learning <i>Team Project:</i> Make an outline for a presentation on how to be a successful team player

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SKILL	LEARNING OBJECTIVE	CEFR	GSE	PAGE
Grammar	Can report past orders and requests with 'say/tell/ask'.	B1 (43–50)	48	80
	Can correctly use a range of common phrasal (separable) and prepositional (inseparable phrasal) verbs.	B1 (43–50)	48	68
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	66, 72, 73, 78, 84
	Can follow an everyday conversation or informal interview on common topics.	B1 (43–50)	50	67, 79
Reading	Can infer meaning in a simple academic text, in order to answer specific questions.	B1+ (51–58)	54	CCRS Reading 4–5, 5–6
	Can understand the main idea of a passage using textual clues.	B1 (43–50)	50	CCRS, Writing 2
	Can extract relevant details in everyday letters, brochures, and short official documents.	B1 (43–50)	48	70, 82
	Can generally understand straightforward factual texts on familiar topics.	B1 (43–50)	46	76, CCRS Reading 1, 2, 3–4, 7
	Can skim a short text to identify its main purpose.	B1 (43–50)	45	84
	Can scan short texts to locate specific information.	B1 (43–50)	44	CCRS Reading 2, Writing 1
Speaking	Can contribute to a group discussion if the discussion is conducted slowly and clearly.	B1 (43–50)	49	67, 70, 71, 72, 76, 77, 78, 81, 82
	Can express opinions using simple language.	B1 (43–50)	45	66, 82
	Can convey simple information of immediate relevance and emphasize the main point.	B1 (43–50)	45	CCRS Writing 2
	Can express belief, opinion, agreement, and disagreement politely.	B1 (43–50)	45	84
	Can give or seek personal views and opinions in discussing topics of interest.	B1 (43–50)	46	CCRS Reading 8
	Can discuss everyday, practical issues when the conversation is conducted slowly and clearly.	B1 (43–50)	49	67, 73, 75, 84, CCRS Writing 2
	Can carry out a simple informal interview.	B1 (43–50)	50	79
	Can describe a range of jobs in their department or company.	B1+ (51–58)	55	69
Writing	Can write short, simple essays with basic structure on familiar topics.	B1 (43–50)	46	CCRS Writing 2
	Can write a basic description of experiences, feelings, and reactions, given a model.	B1 (43–50)	44	83, CCRS Reading 8, CCRS Writing 2

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UNIT 5 | Safe and Sound

Listening	Listen to a fire-safety class Listen to a radio interview with a meteorologist Listen to a public-service announcement about making a 911 call
Speaking/ Pronunciation	Identify ways to improve fire safety in your home Discuss what to do in case of fire Talk about natural disasters Talk about dangerous weather Discuss weather reports Communicate in a 911 emergency Talk about emergencies Intonation in sentences with two clauses Pronunciation of the vowels /i/ and /ɪ/
Grammar	Present real conditionals Adverb clauses of time Expressing degrees of certainty
Life Skills	Read an evacuation map Understand ways to prepare for a hurricane
Reading	Read about preparing for natural disasters <i>Reading Skill:</i> Identify an author's purpose
Writing	Write suggestions for what to do after a 911 call Write a plan for an emergency situation <i>Writing Tip:</i> Put the steps of a process in a logical order
Problem Solving	Determine which emergency supplies should be bought first
Persistence	Planning for learning <i>Team Project:</i> Make a disaster-readiness poster

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SKILL	LEARNING OBJECTIVE	CEFR	GSE	PAGE
Grammar	Can refer to general truths and frequent occurrences using 'could'.	B1+ (51–58)	52	100
	Can describe simple conditions where one event follows another.	B1 (43–50)	47	88
	Can use a range of prepositions of time, such as 'before', 'during', 'since', 'till/until'.	B1 (43–50)	44	94
Listening	Can follow the main points in a simple audio recording aimed at a general audience.	B1 (43–50)	43	86, 96, 98, 99
	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	104
	Can understand most of a weather forecast on the radio.	B1+ (51–58)	52	92
	Can follow an everyday conversation or informal interview on common topics.	B1 (43–50)	50	87, 93, 99
Reading	Can infer meaning in a simple academic text, in order to answer specific questions.	B1+ (51–58)	54	CCRS Reading 4–5, 5–6
	Can identify the key points presented in graphs and charts in a simple academic text, if guided by questions.	B1+ (51–58)	54	96
	Can understand the main idea of a passage using textual clues.	B1 (43–50)	50	CCRS, Writing 2
	Can generally understand straightforward factual texts on familiar topics.	B1 (43–50)	46	90, 102, CCRS Reading 1, 2, 3–4, 7
	Can make basic inferences or predictions about text content from headings, titles, or headlines.	B1 (43–50)	43	90
	Can skim a short text to identify its main purpose.	B1 (43–50)	45	104
	Can scan short texts to locate specific information.	B1 (43–50)	44	CCRS Reading 2, CCRS Writing 1
Speaking	Can ask basic questions in a simple academic discussion.	B1 (43–50)	47	86
	Can contribute to a group discussion if the discussion is conducted slowly and clearly.	B1 (43–50)	49	86, 87, 89, 90, 92, 93, 96, 97, 98, 101, 102
	Can convey simple information of immediate relevance and emphasize the main point.	B1 (43–50)	45	CCRS Writing 2
	Can express belief, opinion, agreement, and disagreement politely.	B1 (43–50)	45	104
	Can give or seek personal views and opinions in discussing topics of interest.	B1 (43–50)	46	CCRS Reading 8
	Can discuss everyday, practical issues when the conversation is conducted slowly and clearly.	B1 (43–50)	49	87, 91, 92, 93, 95, 98, 104, CCRS Writing 2
Vocab	Can use language related to weather.	B1 (43–50) B1+ (51–58)	43–58	92
Writing	Can write short, simple essays with basic structure on familiar topics.	B1 (43–50)	46	103, CCRS Writing 2
	Can write a basic description of experiences, feelings, and reactions, given a model.	B1 (43–50)	44	103, CCRS Reading 8, CCRS Writing 2

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UNIT 6 | Moving In

Listening	Listen to a conversation about a new apartment Listen to an expert discuss tenants' rights on a radio talk show Listen to a conversation about bothersome neighbors
Speaking/ Pronunciation	Identify tenant responsibilities Talk about landlord responsibilities Discuss problems with neighbors Intonation in tag questions Intonation in exclamations
Grammar	Expressing expectation and permission Tag questions with <i>be</i> Reported speech
Life Skills	Interpret a lease
Reading	Read about moving trends in the U.S. <i>Reading Skill:</i> Distinguish an author's main ideas from details
Writing	Write a letter of complaint to a landlord <i>Writing Tip:</i> Clearly state the problem and ask for a solution in a complaint letter
Problem Solving	Suggest how a person might get to know his or her neighbors better.
Persistence	Self-evaluation <i>Team Project:</i> Design a website page for newcomers about renting an apartment

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SKILL	LEARNING OBJECTIVE	CEFR	GSE	PAGE
Grammar	Can talk about permission using ' (not) allowed/ permitted to . . .	B1+ (51–58)	52	108
	Can use 'do'/'did' as a general placeholder (substitute) for verbs.	B1+ (51–58)	51	114
	Can use a wide range of common reporting verbs with 'that' + complement clause and appropriate tense changes.	B1+ (51–58)	53	120
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	106, 118, 124
	Can follow an everyday conversation or informal interview on common topics.	B1 (43–50)	50	107, 112, 113, 119
	Can recognize a speaker's feelings or attitudes.	B1 (43–50)	50	106
Reading	Can infer meaning in a simple academic text, in order to answer specific questions.	B1+ (51–58)	54	CCRS Reading 4–5, 5–6
	Can understand the main idea of a passage using textual clues.	B1 (43–50)	50	CCRS, Writing 2
	Can extract relevant details in everyday letters, brochures, and short official documents.	B1 (43–50)	48	110, 122
	Can generally understand straightforward factual texts on familiar topics.	B1 (43–50)	46	116, CCRS Reading 1, 2, 3–4, 7
	Can skim a short text to identify its main purpose.	B1 (43–50)	45	124
	Can scan short texts to locate specific information.	B1 (43–50)	44	CCRS Reading 2, Writing 1
Speaking	Can contribute to a group discussion if the discussion is conducted slowly and clearly.	B1 (43–50)	49	106, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 122
	Can express opinions using simple language.	B1 (43–50)	45	118
	Can convey simple information of immediate relevance and emphasize the main point.	B1 (43–50)	45	CCRS Writing 2
	Can express belief, opinion, agreement, and disagreement politely.	B1 (43–50)	45	106, 124
	Can give or seek personal views and opinions in discussing topics of interest.	B1 (43–50)	46	CCRS Reading 8
	Can discuss everyday, practical issues when the conversation is conducted slowly and clearly.	B1 (43–50)	49	107, 113, 115, 118, 119, 121, 124, CCRS Writing 2
Writing	Can write short, simple essays with basic structure on familiar topics.	B1 (43–50)	46	123, CCRS Writing 2
	Can write a basic description of experiences, feelings, and reactions, given a model.	B1 (43–50)	44	123, CCRS Reading 8, CCRS Writing 2

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UNIT 7 | Behind the Wheel

Listening	Listen to a conversation about buying a car Listen to a radio show host talk about ways to keep vehicles in good working order Listen to a conversation about a car accident
Speaking/ Pronunciation	Talk about things to consider when buying a car Describe preferences in cars Discuss car maintenance and repairs Describe a car accident Stress and intonation used to highlight information. Pronunciation of a pronoun + 'd
Grammar	<i>Would rather</i> and <i>Would prefer</i> to express preferences Embedded <i>Wh-</i> questions Embedded <i>Yes/No</i> questions Past perfect
Life Skills	Read a car insurance renewal notice Interpret information about buying car insurance
Reading	Read about consumer protection laws <i>Reading Skill:</i> Use visuals
Writing	Write car-care tips Write about a good or bad purchase <i>Writing Tip:</i> Use time words and phrases to signal the steps in a process
Problem Solving	Discuss solutions to a problem a driver is having with her car
Persistence	Planning for learning <i>Team Project:</i> Design an Internet ad for a used car

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SKILL	LEARNING OBJECTIVE	CEFR	GSE	PAGE
Grammar	Can use the past perfect in a range of common situations.	B1+ (51–58)	54	140
	Can use 'would rather . . . (than) . . . ' to express preference.	B1+ (51–58)	52	128
Listening	Can take effective notes while listening to a simple, straightforward presentation or lecture on a familiar topic.	B1+ (51–58)	53	131
	Can follow the main points in a simple audio recording aimed at a general audience.	B1 (43–50)	43	132
	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	126, 138, 144
	Can follow an everyday conversation or informal interview on common topics.	B1 (43–50)	50	127, 131, 133
Reading	Can infer meaning in a simple academic text, in order to answer specific questions.	B1+ (51–58)	54	CCRS Reading 4–5, 5–6
	Can understand the main idea of a passage using textual clues.	B1 (43–50)	50	CCRS Writing 2
	Can extract relevant details in everyday letters, brochures, and short official documents.	B1 (43–50)	48	130, 132
	Can generally understand straightforward factual texts on familiar topics.	B1 (43–50)	46	136, 142, CCRS Reading 1, 2, 3–4, 7
	Can make basic inferences or predictions about text content from headings, titles, or headlines.	B1 (43–50)	43	136
	Can skim a short text to identify its main purpose.	B1 (43–50)	45	144
	Can scan short texts to locate specific information.	B1 (43–50)	44	CCRS Reading 2, CCRS Writing 1
Speaking	Can contribute to a group discussion if the discussion is conducted slowly and clearly.	B1 (43–50)	49	127, 130, 131, 132, 133, 135, 138, 142
	Can express opinions using simple language.	B1 (43–50)	45	127, 129, 130
	Can convey simple information of immediate relevance and emphasize the main point.	B1 (43–50)	45	CCRS Writing 2
	Can initiate, maintain, and close simple, face-to-face conversations on familiar topics.	B1 (43–50)	46	139
	Can express belief, opinion, agreement, and disagreement politely.	B1 (43–50)	45	144
	Can give or seek personal views and opinions in discussing topics of interest.	B1 (43–50)	46	CCRS Reading 8
	Can discuss everyday, practical issues when the conversation is conducted slowly and clearly.	B1 (43–50)	49	131, 133, 138, 139, 144, CCRS Writing 2
	Can give a short, rehearsed talk or presentation on a familiar topic.	B1+ (51–58)	53	137
	Can relate the basic details of unpredictable occurrences (e.g. an accident).	B1+ (51–58)	54	141
Vocab	Can use language related to cars and driving.	B1 (43–50) B1+ (51–58)	43–58	126
Writing	Can write short, simple essays with basic structure on familiar topics.	B1 (43–50)	46	143, CCRS Writing 2
	Can write a basic description of experiences, feelings, and reactions, given a model.	B1 (43–50)	44	143, CCRS Reading 8, CCRS Writing 2

FUTURE 4

English for Results

UNIT 8 | How Are You Feeling?

Listening	Listen to a conversation between a patient and a doctor Listen to two 911 calls about medical emergencies Listen to a public service announcement about children's immunizations
Speaking/ Pronunciation	Communicate with medical personnel Describe symptoms Report a medical emergency Describe ways to reduce health risks Discuss ways to stay healthy Beginning consonant clusters Stress in words ending in <i>-cal</i> , <i>-ity</i> , <i>-tion</i> , <i>-ize</i> , and <i>-ate</i>
Grammar	Present perfect continuous <i>Such . . . that</i> and <i>So . . . that</i> <i>Should</i> , <i>Ought to</i> , <i>Had better</i> , and <i>Must</i>
Life Skills	Interpret and complete a medical history form Interpret and complete a health insurance form
Reading	Read about preventive health practices <i>Reading Skill:</i> Scan a list for details
Writing	Write sentences about advice, suggestions, recommendations, or requirements for good health Describe a personal experience with health care <i>Writing Tip:</i> Use sensory details to help the reader see, hear, feel, smell, or taste what you are describing
Problem Solving	Give advice for changes that can be made to have a healthier diet
Persistence	Community building <i>Team Project:</i> Make a booklet about ways to reduce stress

FUTURE 4

English for Results

SKILL	LEARNING OBJECTIVE	CEFR	GSE	PAGE
Grammar	Can use the present perfect continuous with 'for/since' and time expressions.	B1 (43–50)	47	148
Listening	Can understand the key points about a radio program on a familiar topic.	B1+ (51–58)	53	158
	Can generally follow rapid or extended speech, but may require repetition or clarification.	B1+ (51–58)	57	146, 147, 152, 153, 159, 164
	Can listen to a short narrative and predict what will happen next.	B1 (43–50)	43	146
	Can extract the key details from discussions in meetings conducted in clear, standard speech.	B1+ (51–58)	57	146
Reading	Can distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions.	B1+ (51–58)	54	CCRS Reading 2, Writing 1
	Can infer meaning in a simple academic text, in order to answer specific questions.	B1+ (51–58)	54	CCRS Reading 4–5, 5–6
	Can recognize the writer's point of view in a structured text.	B1+ (51–58)	58	162
	Can make basic inferences or predictions about text content from headings, titles, or headlines.	B1 (43–50)	43	CCRS Reading, 1
	Can identify key information in an extended text or article.	B1+ (51–58)	57	156, 157, CCRS Reading 3–4, 6
	Can skim a short text to identify its main purpose.	B1 (43–50)	45	156
	Can extract key details from official documents and reports.	B1+ (51–58)	58	150, 151
Speaking	Can describe conclusions they have drawn from graphs and charts, using simple language.	B1+ (51–58)	55	156
	Can express opinions as regards possible solutions, giving brief reasons and explanations.	B1+ (51–58)	51	149, 151, 155, 157, 161, 164, CCRS Writing 2
	Can use a basic repertoire of conversation strategies to maintain a discussion.	B1+ (51–58)	53	147, 152, 153, 158, 159, 164
	Can express opinions and attitudes using a range of basic expressions and sentences.	B1+ (51–58)	52	150, 157, 162
	Can summarize and give opinions on issues and stories and answer questions in detail.	B1+ (51–58)	56	146, CCRS Reading 7, CCRS Writing 2
	Can briefly give reasons and explanations for opinions, plans, and actions.	B1+ (51–58)	51	146, 147, 151, 152
Vocab	Can use language related to insurance.	B1 (43–50) B1+ (51–58)	43–58	150
	Can use language related to diseases, accidents, and injuries.	B1 (43–50) B1+ (51–58)	43–58	152
Writing	Can collate short pieces of information and summarize them for somebody else.	B1+ (51–58)	58	162, 163, CCRS Reading 7, CCRS Writing 2
	Can write simple structured essays, organizing basic ideas.	B1+ (51–58)	53	163, CCRS Writing 2

FUTURE 4

English for Results

UNIT 9 | Partners in Education

Listening	Listen to a conversation between a parent and a guidance counselor Listen to a parent talking to a secretary about enrolling a child in school Listen to a school principal talking to a group of parents, teachers, and community leaders
Speaking/	Communicate with school personnel about a student's progress
Pronunciation	Ask about enrolling a child in school Talk about parents' rights and responsibilities Talk about after-school programs Talk about improving schools Talk about school safety Contrastive stress Pronunciation of past modals
Grammar	Adverb clauses of reason Infinitives and adverb clauses of purpose Adjective clauses Past modals
Life Skills	Interpret a report card Correspond with a teacher
Reading	Read an opinion about afterschool programs <i>Reading Skill:</i> Distinguish fact from opinion
Writing	Write a note to a teacher Write a letter to the editor <i>Writing Tip:</i> Put similar information together in each paragraph
Problem Solving	Discuss ways to improve communication between school and parents
Persistence	Self-efficacy <i>Team Project:</i> Make a booklet about afterschool programs

FUTURE 4

English for Results

SKILL	LEARNING OBJECTIVE	CEFR	GSE	PAGE
Grammar	Can use 'who/that/which' in basic defining (restrictive) relative clauses.	B1 (43–50)	48	174
Listening	Can distinguish between main ideas and supporting details in a simple presentation or lecture.	B1+ (51–58)	53	178
	Can generally follow rapid or extended speech, but may require repetition or clarification.	B1+ (51–58)	57	167, 173, 179, 184
	Can listen to a short narrative and predict what will happen next.	B1 (43–50)	43	166
	Can extract the key details from discussions in meetings conducted in clear, standard speech.	B1+ (51–58)	57	166, 172
Reading	Can distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions.	B1+ (51–58)	54	CCRS Reading 2, Writing 1
	Can infer meaning in a simple academic text, in order to answer specific questions.	B1+ (51–58)	54	CCRS Reading 4–5, 5–6
	Can recognize the writer's point of view in a structured text.	B1+ (51–58)	58	171
	Can make basic inferences or predictions about text content from headings, titles, or headlines.	B1 (43–50)	43	176, CCRS Reading 1
	Can identify key information in an extended text or article.	B1+ (51–58)	57	176, 177, 182, CCRS Reading 3–4, 6
	Can extract key details from official documents and reports.	B1+ (51–58)	58	170, 171
Speaking	Can effectively participate in a classroom discussion about an academic topic.	B1+ (51–58)	54	166, 167, 173
	Can summarise information from a simple academic text.	B1+ (51–58)	53	170
	Can express opinions as regards possible solutions, giving brief reasons and explanations.	B1+ (51–58)	51	170, 181, 182, 184, CCRS Writing 2
	Can summarize and comment on a short story or article and answer questions in detail.	B1+ (51–58)	56	177
	Can use a basic repertoire of conversation strategies to maintain a discussion.	B1+ (51–58)	53	167, 170, 172, 175, 176, 179, 184
	Can express opinions and attitudes using a range of basic expressions and sentences.	B1+ (51–58)	52	177, 178, 179
	Can give an opinion on practical problems, with support when necessary.	B1+ (51–58)	56	173
	Can respond to ideas and suggestions in informal discussions.	B1+ (51–58)	55	166
	Can summarize and give opinions on issues and stories and answer questions in detail.	B1+ (51–58)	56	CCRS Reading 7, CCRS Writing 2
	Can briefly give reasons and explanations for opinions, plans, and actions.	B1+ (51–58)	51	169, 172
Writing	Can write emails/letters exchanging information, emphasizing the most important point.	B1+ (51–58)	53	171
	Can collate short pieces of information and summarize them for somebody else.	B1+ (51–58)	58	183, CCRS Reading 7, CCRS Writing 2
	Can write simple structured essays, organizing basic ideas.	B1+ (51–58)	53	183, CCRS Writing 2

FUTURE 4

English for Results

UNIT 10 | Safety First

Listening	Listen to a conversation between a contractor and a subcontractor Listen to two co-workers discussing safety on the job Listen to a manager telling an employee she has been promoted
Speaking/ Pronunciation	Give a progress report Talk about work requirements Discuss ways to prevent accidents at work Make requests, suggestions, and offers at work Linking a final consonant to a beginning vowel Pronunciation of the letter o
Grammar	<i>Make/let/have/get + verb</i> Reflexive pronouns <i>Could you / I . . . ? / Why don't I . . . ? / Would you mind . . . ?</i>
Life Skills	Interpret and complete an employee accident report
Reading	Read about workplace safety <i>Reading Skill:</i> Look for words that show chronological order
Writing	Write an e-mail to a supervisor suggesting a solution to a problem <i>Writing Tip:</i> When writing about a problem, identify the problem, explain the cause, and suggest a solution
Problem Solving	Discuss ways for restaurant workers to prevent accidents
Persistence	Self-evaluation <i>Team Project:</i> Write a work-related letter and response to an advice column

FUTURE 4

English for Results

SKILL	LEARNING OBJECTIVE	CEFR	GSE	PAGE
Grammar	Can make basic polite requests with 'could'.	A2 (30–35)	33	200
	Can use reflexive pronouns as objects or complements.	B1 (43–50)	44	194
	Can use 'let/make/help' to refer to enabling, forcing, or allowing things to be done.	B1 (43–50)	48	188
Listening	Can generally follow rapid or extended speech, but may require repetition or clarification.	B1+ (51–58)	57	187, 193, 199, 204
	Can understand problem and solution relationships in informal conversation.	B1+ (51–58)	58	186, 192
	Can extract the key details from discussions in meetings conducted in clear, standard speech.	B1+ (51–58)	57	198
Reading	Can distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions.	B1+ (51–58)	54	CCRS Reading 2, Writing 1
	Can infer meaning in a simple academic text, in order to answer specific questions.	B1+ (51–58)	54	CCRS Reading 4–5, 5–6
	Can generally understand details of events, feelings, and wishes in letters, emails, and online postings.	B1+ (51–58)	51	202
	Can make basic inferences or predictions about text content from headings, titles, or headlines.	B1 (43–50)	43	CCRS Reading 1
	Can identify key information in an extended text or article.	B1+ (51–58)	57	190, CCRS Reading 3–4, 6
	Can extract key details from official documents and reports.	B1+ (51–58)	58	196
Speaking	Can discuss illustrations in an academic text, using simple language.	B1+ (51–58)	53	186
	Can summarize information from a simple academic text.	B1+ (51–58)	53	196
	Can express opinions as regards possible solutions, giving brief reasons and explanations.	B1+ (51–58)	51	186, 189, 191, 195, 199, 204, CCRS Writing 2
	Can summarize and comment on a short story or article and answer questions in detail.	B1+ (51–58)	56	190
	Can use a basic repertoire of conversation strategies to maintain a discussion.	B1+ (51–58)	53	186, 187, 189, 190, 193, 198, 199, 204
	Can express opinions and attitudes using a range of basic expressions and sentences.	B1+ (51–58)	52	187, 192, 197, 202
	Can respond to ideas and suggestions in informal discussions.	B1+ (51–58)	55	201
	Can summarize and give opinions on issues and stories and answer questions in detail.	B1+ (51–58)	56	CCRS Reading 7, CCRS Writing 2
	Can express general concern about a work-related issue.	B1+ (51–58)	54	193
Writing	Can collate short pieces of information and summarize them for somebody else.	B1+ (51–58)	58	203, CCRS Reading 7, CCRS Writing 2
	Can write simple structured essays, organizing basic ideas.	B1+ (51–58)	53	203, CCRS Writing 2

FUTURE 4

English for Results

UNIT 11 | Know the Law!

Listening	Listen to a conversation about a misdemeanor Listen to a couple discussing courtroom TV shows Listen to a talk show about traffic violations
Speaking/ Pronunciation	Identify and discuss misdemeanors Talk about legal problems Describe what goes on in a courtroom Talk about DNA evidence Discuss traffic laws Weak pronunciation of <i>be</i> Weak words in sentences
Grammar	Past continuous for interrupted action Passives: present and simple past Adverb clauses of condition and contrast
Life Skills	Identify people in a courtroom
Reading	Read about DNA evidence <i>Reading Skill:</i> Understand long sentences
Writing	Write a paragraph comparing and contrasting legal rights of accused people in your country and the U.S. <i>Writing Tip:</i> When comparing and contrasting, use words that signal similarities and differences
Problem Solving	Discuss what someone should do when she thinks her car was towed away unfairly
Persistence	Self-evaluation <i>Team Project:</i> Make a poster about citizens' rights and responsibilities in the U.S.

FUTURE 4

English for Results

SKILL	LEARNING OBJECTIVE	CEFR	GSE	PAGE
Grammar	Can use 'when' to link clauses in the past simple and past continuous.	B1 (43–50)	46	208
	Can use the present simple passive.	B1 (43–50)	48	214
Listening	Can generally follow rapid or extended speech, but may require repetition or clarification.	B1+ (51–58)	57	207, 212, 213, 219, 224
	Can understand problem and solution relationships in informal conversation.	B1+ (51–58)	58	206
	Can understand a large part of many TV programs on familiar topics.	B1+ (51–58)	58	218
Reading	Can identify the topic sentence of a paragraph.	B1 (43–50)	47	222
	Can distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions.	B1+ (51–58)	54	CCRS Reading 2, Writing 1
	Can infer meaning in a simple academic text, in order to answer specific questions.	B1+ (51–58)	54	CCRS Reading 4–5, 5–6
	Can make basic inferences or predictions about text content from headings, titles, or headlines.	B1 (43–50)	43	CCRS Reading 1
	Can identify key information in an extended text or article.	B1+ (51–58)	57	216, 222, CCRS Reading 3–4, 6
Speaking	Can discuss illustrations in an academic text, using simple language.	B1+ (51–58)	53	206, 210
	Can express opinions as regards possible solutions, giving brief reasons and explanations.	B1+ (51–58)	51	224, CCRS Writing 2
	Can use a basic repertoire of conversation strategies to maintain a discussion.	B1+ (51–58)	53	206, 207, 213, 215, 216, 218, 219, 222, 224
	Can express opinions and attitudes using a range of basic expressions and sentences.	B1+ (51–58)	52	207, 211, 212, 221
	Can summarize and give opinions on issues and stories and answer questions in detail.	B1+ (51–58)	56	209, CCRS Reading 7, CCRS Writing 2
	Can briefly give reasons and explanations for opinions, plans, and actions.	B1+ (51–58)	51	206, 212, 217, 218, 219
Writing	Can collate short pieces of information and summarize them for somebody else.	B1+ (51–58)	58	223, CCRS Reading 7, CCRS Writing 2
	Can write simple structured essays, organizing basic ideas.	B1+ (51–58)	53	223, CCRS Writing 2

FUTURE 4

English for Results

UNIT 12 | Saving and Spending

Listening	Listen to a conversation between a customer service officer and a bank customer Listen to a financial expert giving a caller advice on a radio show Listen to two friends talking about what they would do with a lot of money
Speaking/ Pronunciation	Describe bank services Talk about opening a business Talk about your monthly budget Talk about your dreams for the future Stress in compound nouns Pronunciation of <i>would you</i>
Grammar	Indefinite and definite articles Future real conditionals Present unreal conditionals
Life Skills	Create a budget Interpret an income tax form
Reading	Read about someone whose dream of opening a restaurant came true <i>Reading Skill:</i> Write a summary that includes the main idea and the most important information in a text to show that you understand it. Read about income tax in the U.S.
Writing	Write about a charity that you would support <i>Writing Tip:</i> Focus a paragraph by asking a question and answering it
Problem Solving	Discuss ways a couple can save to buy a house
Persistence	Self-efficacy <i>Team Project:</i> Make a poster about a business

FUTURE 4

English for Results

SKILL	LEARNING OBJECTIVE	CEFR	GSE	PAGE
Grammar	Can describe possible future outcomes of a present action or situation using the first conditional.	B1 (43-50)	46	234
	Can describe hypothetical (counterfactual) results of a current action or situation using the second conditional.	B1 (43-50)	48	240
Listening	Can understand the key points about a radio program on a familiar topic.	B1+ (51-58)	53	232
	Can generally follow rapid or extended speech, but may require repetition or clarification.	B1+ (51-58)	57	227, 233, 238, 239, 244
	Can extract the key details from discussions in meetings conducted in clear, standard speech.	B1+ (51-58)	57	226
Reading	Can distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions.	B1+ (51-58)	54	242, CCRS Reading 2, CCRS Writing 1
	Can infer meaning in a simple academic text, in order to answer specific questions.	B1+ (51-58)	54	231, CCRS Reading 4-5, 5-6
	Can make basic inferences or predictions about text content from headings, titles, or headlines.	B1 (43-50)	43	CCRS Reading, 1
	Can identify key information in an extended text or article.	B1+ (51-58)	57	231, 236, 242, CCRS Reading 3-4, 6
	Can extract key details from official documents and reports.	B1+ (51-58)	58	236
Speaking	Can summarize information from a simple academic text.	B1+ (51-58)	53	232
	Can express opinions as regards possible solutions, giving brief reasons and explanations.	B1+ (51-58)	51	233, 235, 244, CCRS Writing 2
	Can summarize and comment on a short story or article and answer questions in detail.	B1+ (51-58)	56	236, 242
	Can use a basic repertoire of conversation strategies to maintain a discussion.	B1+ (51-58)	53	226, 227, 232, 233, 237, 238, 239, 242, 244
	Can express opinions and attitudes using a range of basic expressions and sentences.	B1+ (51-58)	52	229, 233, 239
	Can give a short, rehearsed talk or presentation on a familiar topic.	B1+ (51-58)	53	241
	Can summarize and give opinions on issues and stories and answer questions in detail.	B1+ (51-58)	56	CCRS Reading 7, CCRS Writing 2
	Can briefly give reasons and explanations for opinions, plans, and actions.	B1+ (51-58)	51	226, 230, 231
Writing	Can collate short pieces of information and summarize them for somebody else.	B1+ (51-58)	58	243, CCRS Reading 7, CCRS Writing 2
	Can write simple structured essays, organizing basic ideas.	B1+ (51-58)	53	243, CCRS Writing 2