

FUTURE 5

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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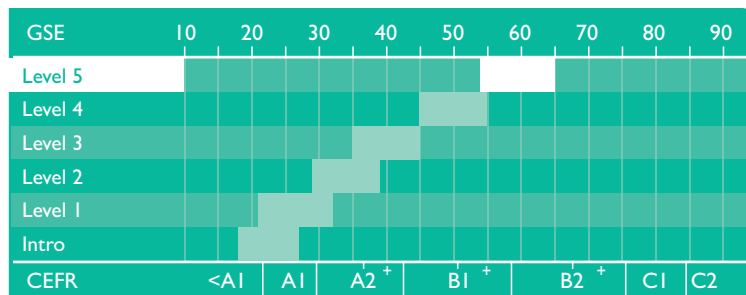
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Future Level 5 is aligned with the Global Scale of English and the Common European Framework of Reference. **It takes learners from CEFR B1+ to B2 (54–65 on the Global Scale of English).** Each lesson guides students to a “Can Do” goal in line with 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 | Setting Goals, Pursuing Dreams

Listening and Speaking	<p>Describe personality traits</p> <p>Listen to several career counseling sessions and take notes</p> <p>Discuss long-term career goals</p> <p>Talk about a career path</p> <p>Talk about SMART goals</p> <p><i>Communication Skill:</i> Using examples</p> <p><i>Presentation Skills:</i></p> <ul style="list-style-type: none">• Make eye contact• Explain and refer to your chart• Ask for suggestions
Grammar	<p>Verbs followed by gerunds and/or infinitives</p> <p>Gerunds following prepositions</p>
Life Skills	<p>Talk about job-related interests and abilities</p> <p>Complete an interests survey</p> <p>Analyze skills needed for particular jobs</p>
Reading	<p>Read about doing job research</p> <p>Read about setting goals and achieving what you want</p> <p>Read about overcoming an obstacle</p> <p><i>Reading Skills:</i></p> <ul style="list-style-type: none">• Highlighting/Underlining key information• Previewing
Writing	<p>Use word webs to gather and organize information</p> <p>Write a descriptive essay about your interests, skills, and goals</p> <p><i>Writing Tip:</i> Topic sentences</p>
Problem Solving	<p>Suggest ways for someone to achieve a long-term career goal despite obstacles</p>
Persistence	<p><i>Study Skills:</i> Exploring Your Expectations</p>

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SKILL	LEARNING OBJECTIVE	CEFR	GSE	PAGE
Listening	Can extract the key details from discussions in meetings conducted in clear, standard speech.	B1+ (51–58)	57	11, 18
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	24, 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 identify the key points presented in graphs and charts in a simple academic text, if guided by questions.	B1+ (51–58)	54	19, 22, 23
	Can generally understand details of events, feelings, and wishes in letters, emails, and online postings.	B1+ (51–58)	51	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	12, 16, 20, CCRS Reading 3–4, 6
	Can infer the meaning of words from context in work-related documents or publications on unfamiliar topics.	B2 (59–66)	64	12, 17, 21
	Can identify key details in work-related documents.	B1+ (51–58)	55	6
Speaking	Can express opinions as regards possible solutions, giving brief reasons and explanations.	B1+ (51–58)	51	19, 20, 21, 24, CCRS Writing 2
	Can use a basic repertoire of conversation strategies to maintain a discussion.	B1+ (51–58)	53	10, 11, 19, 22, 24
	Can express opinions and attitudes using a range of basic expressions and sentences.	B1+ (51–58)	52	6, 12, 13, 15, 16
	Can summarize and give opinions on issues and stories and answer questions in detail.	B1+ (51–58)	56	CCRS Reading 7, CCRS Writing 3
	Can express hopes for the future using a range of fixed expressions.	B1+ (51–58)	51	18
	Can briefly give reasons and explanations for opinions, plans, and actions.	B1+ (51–58)	51	6, 9
Writing	Can collate short pieces of information and summarize them for somebody else.	B1+ (51–58)	58	CCRS Reading 7, CCRS Writing 3
	Can write simple structured essays, organizing basic ideas.	B1+ (51–58)	53	23, CCRS Writing 3

* 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 | Getting a Job

Listening and Speaking	Talk about interview do's and don'ts Listen to a career counselor's advice about interviewing Listen to and critique job applicants' responses to interview questions Listen to and role-play a job interview <i>Communication Skill:</i> Asking questions
Grammar	Present perfect Present perfect vs. present perfect continuous
Life Skills	Analyze the content, structure, and language of résumés Learn the difference between a chronological and a functional résumé Write a chronological résumé
Reading	Read about preparing for a job search Read about tricky interview questions and how to answer them <i>Reading Skills:</i> <ul style="list-style-type: none">• Using prior knowledge• Comparing and contrasting
Writing	Use a T-chart to list job requirements and those skills and traits that make you a good candidate for a job Write a cover letter for a résumé <i>Writing Tip:</i> Using language from a job ad in a cover letter
Problem Solving	Give advice to someone who is nervous about a job interview
Persistence	<i>Community Building:</i> Speaking English Well

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SKILL	LEARNING OBJECTIVE	CEFR	GSE	PAGE
Grammar	Can use the present perfect to refer to personal experiences in the past.	A2+ (36–42)	41	36, 40
Listening	Can extract the key details from discussions in meetings conducted in clear, standard speech.	B1+ (51–58)	57	32, 38
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	44, 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 identify different types of supporting details in a simple academic text, in order to answer specific questions.	B1+ (51–58)	57	30
	Can identify the key points presented in graphs and charts in a simple academic text, if guided by questions.	B1+ (51–58)	54	42, 43
	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	26, 34, CCRS Reading 3–4, 6
	Can extract key details from official documents and reports.	B1+ (51–58)	58	28
	Can infer the meaning of words from context in work-related documents or publications on unfamiliar topics.	B2 (59–66)	64	27, 35
Speaking	Can ask for clarification during an academic discussion, using simple language.	B1+ (51–58)	54	30
	Can discuss illustrations in an academic text, using simple language.	B1+ (51–58)	53	33
	Can express opinions as regards possible solutions, giving brief reasons and explanations.	B1+ (51–58)	51	32, 35, 39, 44, CCRS Writing 2
	Can carry out a prepared interview, checking and confirming information as necessary.	B1+ (51–58)	57	35, 38
	Can express and respond to feelings (e.g. surprise, happiness, interest, indifference).	B1+ (51–58)	51	33, 39
	Can use a basic repertoire of conversation strategies to maintain a discussion.	B1+ (51–58)	53	28, 32, 37, 41, 42, 44
	Can express opinions and attitudes using a range of basic expressions and sentences.	B1+ (51–58)	52	26, 34, 38
	Can respond to ideas and suggestions in informal discussions.	B1+ (51–58)	55	30
	Can summarize and give opinions on issues and stories and answer questions in detail.	B1+ (51–58)	56	CCRS Reading 7, Writing 3
	Can briefly give reasons and explanations for opinions, plans, and actions.	B1+ (51–58)	51	27, 29, 38
Writing	Can collate short pieces of information and summarize them for somebody else.	B1+ (51–58)	58	CCRS Reading 7, Writing 3
	Can write simple structured essays, organizing basic ideas.	B1+ (51–58)	53	43, CCRS Writing 3

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UNIT 3 | Road Trip

Listening and Speaking	Listen to and take notes as a driving instructor talks about what to do in case of an accident Talk about driving laws and customs <i>Communication Skill:</i> Taking part in discussions
Grammar	Inseparable and separable phrasal verbs <i>Grammar Watch:</i> Gerunds and infinitives in general statements
Life Skills	Identify car parts and related problems Understand different types of car insurance, including special insurance terms Use online traffic information, including a detour map Interpret Internet maps and directions
Reading	Read about what to do if your car breaks down Read about what to do if the police stop you Read and interpret Internet driving directions <i>Reading Skills:</i> <ul style="list-style-type: none">• Paraphrasing• Understanding sequence
Writing	Use a chart to brainstorm and organize an argument Write a letter to the editor about whether people should be allowed to use cell phones while driving <i>Writing Tip:</i> Supporting details and examples
Problem Solving	Suggest ways to improve someone's daily drive to work so that the person can be more punctual
Persistence	<i>Study Skills:</i> The Importance of Reading

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SKILL	LEARNING OBJECTIVE	CEFR	GSE	PAGE
Grammar	Can correctly use a range of common phrasal (separable) and prepositional (inseparable phrasal) verbs.	B1 (43–50)	48	50
Listening	Can understand the key points about a radio program on a familiar topic.	B1+ (51–58)	53	52
	Can extract the key details from discussions in meetings conducted in clear, standard speech.	B1+ (51–58)	57	46
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	64, 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 identify the key points presented in graphs and charts in a simple academic text, if guided by questions.	B1+ (51–58)	54	63
	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	49, 54, 57, CCRS Reading 3–4, 6
	Can extract key details from official documents and reports.	B1+ (51–58)	58	58, 59
	Can infer the meaning of words from context in work-related documents or publications on unfamiliar topics.	B2 (59–66)	64	49, 57, 58
Speaking	Can discuss illustrations in an academic text, using simple language.	B1+ (51–58)	53	61
	Can summarize information from a simple academic text.	B1+ (51–58)	53	49, 54, 62
	Can express opinions as regards possible solutions, giving brief reasons and explanations.	B1+ (51–58)	51	46, 51, 52, 64, CCRS Writing 2
	Can use a basic repertoire of conversation strategies to maintain a discussion.	B1+ (51–58)	53	48, 52, 53, 55, 58, 59, 60, 64
	Can summarize and give opinions on issues and stories and answer questions in detail.	B1+ (51–58)	56	CCRS Reading 7, Writing 2
	Can re-tell a familiar story using their own words.	B1+ (51–58)	53	49
	Can explain the main points in an idea or problem with reasonable precision.	B1+ (51–58)	55	47
	Can briefly give reasons and explanations for opinions, plans, and actions.	B1+ (51–58)	51	54
Vocab	Can use language related to cars and driving.	B1 (43–50) B1+ (51–58)	43–58	46
Writing	Can collate short pieces of information and summarize them for somebody else.	B1+ (51–58)	58	CCRS Reading 7, CCRS Writing 2
	Can write simple structured essays, organizing basic ideas.	B1+ (51–58)	53	63, CCRS Writing 2

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UNIT 4 | Are You Safe?

Listening and Speaking	<p>Listen to a story of survival</p> <p>Retell a news story about an earthquake</p> <p>Listen to a news report about Hurricane Katrina</p> <p>Discuss safety and evacuation procedures</p> <p>Listen to and take part in discussions about child safety</p> <p><i>Communication Skill:</i> Making suggestions</p>
Grammar	<p>Past modals</p>
Life Skills	<p>Identify safety measures that can prevent accidents at home and work</p> <p>Use an online catalog page to learn about child safety products</p> <p>Interpret information about workplace safety measures</p>
Reading	<p>Read about tornadoes, including safety measures you can take</p> <p>Read about workers' rights to a safe workplace</p> <p><i>Reading Skills:</i></p> <ul style="list-style-type: none">• Summarizing• Monitoring comprehension
Writing	<p>Use a chart to brainstorm and organize instructions</p> <p>Write an essay that gives instructions about how to avoid a common safety hazard</p> <p><i>Writing Tip:</i> Imperatives</p>
Problem Solving	<p>Advise someone about how to handle a workplace safety issue</p>
Persistence	<p><i>Community Building:</i> Sharing Strengths and Challenges</p>

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SKILL	LEARNING OBJECTIVE	CEFR	GSE	PAGE
Grammar	Can use 'should(n't) have . . .' to express regrets and wishes about the past.	B1+ (51–58)	58	72
Listening	Can understand the key points about a radio program on a familiar topic.	B1+ (51–58)	53	70, 71
	Can generally follow rapid or extended speech, but may require repetition or clarification.	B1+ (51–58)	57	66
	Can understand problem and solution relationships in informal conversation.	B1+ (51–58)	58	75
	Can extract the key details from discussions in meetings conducted in clear, standard speech.	B1+ (51–58)	57	77
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	84, CCRS Reading 2, CCRS 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	68, 74, 76, 78, CCRS Reading 3–4, 6
	Can infer the meaning of words from context in work-related documents or publications on unfamiliar topics.	B2 (59–66)	64	68, 78
Speaking	Can effectively participate in a classroom discussion about an academic topic.	B1+ (51–58)	54	70, 74, 76, 78
	Can discuss illustrations in an academic text, using simple language.	B1+ (51–58)	53	66, 80
	Can summarize information from a simple presentation or lecture aimed at a general audience.	B1+ (51–58)	55	71
	Can summarize information from a simple academic text.	B1+ (51–58)	53	82
	Can express opinions as regards possible solutions, giving brief reasons and explanations.	B1+ (51–58)	51	67, 71, 73, 75, 76, 80, 84, CCRS Writing 2
	Can use a basic repertoire of conversation strategies to maintain a discussion.	B1+ (51–58)	53	68, 69, 78, 84
	Can express opinions and attitudes using a range of basic expressions and sentences.	B1+ (51–58)	52	74
	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 re-tell a familiar story using their own words.	B1+ (51–58)	53	67
	Can briefly give reasons and explanations for opinions, plans, and actions.	B1+ (51–58)	51	77
	Can express general concern about a work-related issue.	B1+ (51–58)	54	80, 81
Vocab	Can use language related to natural disasters and geological activity.	B1 (43–50) B1+ (51–58)	43–58	66
Writing	Can collate short pieces of information and summarize them for somebody else.	B1+ (51–58)	58	CCRS Reading 7, CCRS Writing 2
	Can write simple structured essays, organizing basic ideas.	B1+ (51–58)	53	83, CCRS Writing 2

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UNIT 5 | Advancing on the Job

Listening and Speaking	<p>Listen to a performance review</p> <p>Talk about how to respond to constructive criticism</p> <p>Listen to discussions about job-training opportunities</p> <p>Use a company Intranet site to roleplay a conversation about on-the-job training</p> <p>Talk about factors that influence job promotions</p> <p>Discuss job-performance evaluations</p> <p><i>Communication Skill:</i> Clarifying</p>
Grammar	<p>Clauses with <i>although</i> and <i>unless</i></p>
Life Skills	<p>Use a course catalog to complete a course schedule</p>
Reading	<p>Read about factors that influence promotion</p> <p>Read a job-performance review</p> <p>Read about <i>I</i> and <i>You</i> statements</p> <p>Read about sports idioms used in the workplace</p> <p><i>Reading Skills:</i></p> <ul style="list-style-type: none">• Identifying the main idea• Scanning
Writing	<p>Use an outline to organize a self-evaluation</p> <p>Write a self-evaluation about your performance at work or school</p> <p><i>Writing Tip:</i> Using good examples</p>
Problem Solving	<p>Give advice to someone who is upset by negative comments on a performance review</p>
Persistence	<p><i>Study Skills:</i> Building Your Vocabulary All the Time</p>

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SKILL	LEARNING OBJECTIVE	CEFR	GSE	PAGE
Grammar	Can describe present or future outcomes of a hypothetical situation using 'unless'.	B1+ (51–58)	55	92
Listening	Can extract the key details from discussions in meetings conducted in clear, standard speech.	B1+ (51–58)	57	90, 91, 94, 95
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	86, 104
	Can summarize, comment on, and discuss a wide range of factual and imaginative texts.	B2 (59–66)	66	CCRS Reading 6
	Can scan a long text or a set of related texts in order to find specific information.	B2 (59–66)	63	CCRS Reading 1, 2, 3–4
	Can distinguish supporting details from the main points in a text.	B2 (59–66)	61	CCRS Writing 1
	Can identify key information in an extended text or article.	B1+ (51–58)	57	100, 101
	Can extract key details from official documents and reports.	B1+ (51–58)	58	96, 98
	Can infer the meaning of words from context in work-related documents or publications on unfamiliar topics.	B2 (59–66)	64	87, 88, 99, 101, CCRS Reading 4–5, 5–6
	Can identify key details in work-related documents.	B1+ (51–58)	55	88
Speaking	Can effectively participate in a classroom discussion about an academic topic.	B1+ (51–58)	54	88, 90, 94, 100
	Can summarize information from a simple academic text.	B1+ (51–58)	53	94, 102
	Can express opinions as regards possible solutions, giving brief reasons and explanations.	B1+ (51–58)	51	104
	Can use a basic repertoire of conversation strategies to maintain a discussion.	B1+ (51–58)	53	86, 87, 88, 91, 95, 98, 101, 104
	Can express opinions about news stories using a wide range of everyday language.	B2 (59–66)	65	CCRS Writing 2
	Can bring relevant personal experiences into a conversation to illustrate a point.	B2 (59–66)	60	CCRS Reading 7
	Can briefly give reasons and explanations for opinions, plans, and actions.	B1+ (51–58)	51	88, 90
	Can engage in extended conversation in a clearly participatory fashion on most general topics.	B2 (59–66)	61	CCRS Writing 3
	Can discuss their own achievements in previous jobs during a job interview.	B1+ (51–58)	58	91, 93
Writing	Can write a simple discursive essay.	B2 (59–66)	59	CCRS Reading 7, CCRS Writing 3
	Can write simple structured essays, organizing basic ideas.	B1+ (51–58)	53	103

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UNIT 6 | Health

Listening and Speaking	<p>Listen to a conversation about a medical problem</p> <p>Talk about medical specialists and the conditions they treat</p> <p>Describe medical problems</p> <p>Listen to a presentation and take notes</p> <p>Discuss diabetes</p> <p>Ask and answer questions about health</p> <p><i>Communication Skill:</i> Giving advice</p>
Grammar	<p>Embedded <i>Wh</i>- questions</p> <p>Embedded <i>Yes/No</i> questions</p>
Life Skills	<p>Identify side effects of medications</p> <p>Identify how to take medications properly</p>
Reading	<p>Read about preparing for a doctor appointment</p> <p>Identify the main idea</p> <p>Read about first aid and emergency procedures</p> <p>Read message board posts</p> <p>Read about preventive health screenings</p> <p><i>Reading Skills:</i></p> <ul style="list-style-type: none">• Visualizing• Recognizing cause and effect
Writing	<p>Use a chart to organize ideas</p> <p>Write a persuasive essay for or against smoking bans in public places</p> <p><i>Writing Tip:</i> Introductory paragraphs</p>
Problem Solving	<p>Suggest ways a parent can help an inactive, overweight child control diabetes</p>
Persistence	<p><i>Study Skills:</i> Studying in the U.S.</p>

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SKILL	LEARNING OBJECTIVE	CEFR	GSE	PAGE
Grammar	Can use embedded defining (restrictive) relative clauses.	B1+ (51–58)	51	116
Listening	Can recognize generalizations and their supporting ideas.	B2 (59–66)	59	121
	Can identify details that support a point of view when taking part in a general discussion.	B2 (59–66)	59	109
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	106, 124
	Can summarize, comment on and discuss a wide range of factual and imaginative texts.	B2 (59–66)	66	110, 112, 114, 118, CCRS Reading 6
	Can scan a long text or a set of related texts in order to find specific information.	B2 (59–66)	63	CCRS Reading 1, 2, 3–4, CCRS Writing 1
	Can infer the meaning of words from context in work-related documents or publications on unfamiliar topics.	B2 (59–66)	64	107, 113, 115, 119, CCRS Reading 4–5, 5–6
Speaking	Can give advice on a wide range of subjects.	B2 (59–66)	66	124
	Can express opinions about news stories using a wide range of everyday language.	B2 (59–66)	65	CCRS Writing 2
	Can bring relevant personal experiences into a conversation to illustrate a point.	B2 (59–66)	60	106, 1107, 110, 113, 119, 121, CCRS Reading 7
	Can engage in extended conversation in a clearly participatory fashion on most general topics.	B2 (59–66)	61	108, 109, 110, 111, 112, 114, 115, 117, 118, 120, 121, 122, CCRS Writing 3
Writing	Can write a simple discursive essay.	B2 (59–66)	59	123, CCRS Reading 7, CCRS Writing 3

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UNIT 7 | Citizenship

Listening and Speaking	Discuss how a bill becomes a law Listen to a lecture on naturalization and take notes Discuss becoming a U.S. citizen <i>Communication Skill:</i> Exchanging opinions
Grammar	<i>Grammar Watch:</i> Passive with <i>get</i> The past perfect
Life Skills	Learn about different kinds of maps Interpret a historical map of the U.S. Identify the special features of a map
Reading	Read about the beginnings of the United States Read about the organization of the U.S. government Read about individual rights in the Constitution Read about the benefits of U.S. citizenship <i>Reading Skills:</i> <ul style="list-style-type: none">• Using a T-chart to take notes• Using text structure and formatting
Writing	Use a T-chart to brainstorm and organize ideas Write a formal e-mail to an elected official about a problem that concerns you <i>Writing Tip:</i> Using a problem/solution structure
Problem Solving	Give advice about ways the U.S. legal system can be used to improve construction safety measures
Persistence	<i>Study Skills:</i> Writing Strategies

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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	128
Listening	Can critically evaluate the main points of a straightforward presentation or lecture.	B2 (59–66)	61	138, 141
	Can understand most of a radio program about a familiar topic.	B2 (59–66)	60	134
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	126, 130, 144
	Can summarize, comment on, and discuss a wide range of factual and imaginative texts.	B2 (59–66)	66	CCRS Reading 7
	Can scan a long text or a set of related texts in order to find specific information.	B2 (59–66)	63	132, 136
	Can distinguish supporting details from the main points in a text.	B2 (59–66)	61	CCRS Reading 1, 2, 3–4, CCRS Writing 1
	Can infer the meaning of words from context in work-related documents or publications on unfamiliar topics.	B2 (59–66)	64	127, 131, 133, 137, CCRS Reading 4–5, 5–6
Speaking	Can give advice on a wide range of subjects.	B2 (59–66)	66	144
	Can contribute to a conversation fluently and naturally, provided the topic is not too abstract or complex.	B2 (59–66)	66	129, 131, 132, 133, 134, 135, 137, 140, 141
	Can express opinions about news stories using a wide range of everyday language.	B2 (59–66)	65	CCRS, Writing 2
	Can give detailed answers to questions in a face-to-face survey.	B2 (59–66)	61	139, 141
	Can bring relevant personal experiences into a conversation to illustrate a point.	B2 (59–66)	60	136, 137, 138, 139, 140, CCRS Reading 8
	Can engage in extended conversation in a clearly participatory fashion on most general topics.	B2 (59–66)	61	130, 142, CCRS Writing 3
	Can give clear, detailed descriptions on a wide range of familiar subjects.	B2 (59–66)	66	126
Writing	Can write a simple discursive essay.	B2 (59–66)	59	143, CCRS Reading 8, CCRS Writing 3

FUTURE 5

English for Results

UNIT 8 | Knowing the Law

Listening and Speaking	Listen to a lecture on the rights of people accused of crimes and take notes Discuss the <i>Miranda</i> warning Listen to a lecture on types of crimes Talk about one's opinions <i>Communication Skill:</i> Qualifying opinions
Grammar	Future real conditional
Life Skills	Recognize sexual harassment in the workplace Understand sexual harassment laws
Reading	Read about the right to vote Read about child abuse laws Read about sexual harassment Read about traffic tickets and traffic court Read about the importance of paying fines <i>Reading Skills:</i> <ul style="list-style-type: none">• Distinguishing fact from opinion• Making inferences
Writing	Use a Venn diagram to organize points of comparison and contrast Write an essay comparing and contrasting the legal systems in your home country and the U.S. <i>Writing Tip:</i> Showing similarities and differences
Problem Solving	Suggest a method of dealing with suspected child abuse
Persistence	<i>Study Skills:</i> Reading Skills/Strategies

FUTURE 5

English for Results

SKILL	LEARNING OBJECTIVE	CEFR	GSE	PAGE
Listening	Can critically evaluate the main points of a straightforward presentation or lecture.	B2 (59–66)	61	146, 158
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	164
	Can summarize, comment on, and discuss a wide range of factual and imaginative texts.	B2 (59–66)	66	CCRS Reading 7
	Can scan a long text or a set of related texts in order to find specific information.	B2 (59–66)	63	156, 160
	Can distinguish supporting details from the main points in a text.	B2 (59–66)	61	154, CCRS Reading 1, 2, 3–4, CCRS Writing 1
	Can infer the meaning of words from context in work-related documents or publications on unfamiliar topics.	B2 (59–66)	64	151, 152, 155, 157, 161, CCRS Reading 4–5, 5–6
	Can distinguish between facts and opinions in structured meeting notes.	B2 (59–66)	60	150
Speaking	Can give advice on a wide range of subjects.	B2 (59–66)	66	164
	Can express opinions about news stories using a wide range of everyday language.	B2 (59–66)	65	CCRS Writing 3
	Can describe future plans and intentions in detail, giving degrees of probability.	B2 (59–66)	60	149
	Can bring relevant personal experiences into a conversation to illustrate a point.	B2 (59–66)	60	147, 152, 156, 160, CCRS Reading 8
	Can engage in extended conversation in a clearly participatory fashion on most general topics.	B2 (59–66)	61	146, 150, 151, 152, 154, 155, 156, 157, 158, 159, 161, 162, CCRS Writing 4
Writing	Can write a simple discursive essay.	B2 (59–66)	59	163, CCRS Reading 8, CCRS Writing 4

FUTURE 5

English for Results

UNIT 9 | Saving the Planet

Listening and Speaking	<p>Listen to an interview about a carpooling program</p> <p>Discuss carpooling</p> <p>Discuss tips for greening your community</p> <p>Talk about doing your share for the environment</p> <p>Listen to a conversation about recycling</p> <p><i>Communication Skill:</i> Expressing comparison and contrast</p>
Grammar	<p>The past subjunctive with <i>wish</i></p> <p>The past unreal conditional</p>
Life Skills	<p>Discuss recycling rules</p> <p>Interpret a recycling calendar</p> <p>Identify items that are recyclable</p>
Reading	<p>Read about ways to protect the environment and save money</p> <p>Read a blog about one student's experience with recycling</p> <p>Read about how daily life is changing our world</p> <p>Read about the "greening" of Greensburg, Kansas</p> <p><i>Reading Skills:</i></p> <ul style="list-style-type: none">• Understanding the style and structure of blogs (web-logs)• Using visuals
Writing	<p>Use a chart to arrange events in a logical order</p> <p>Write a personal narrative about how you have tried to help the environment</p> <p><i>Writing Tip:</i> Using time order</p>
Problem Solving	<p>Suggest ways an office manager can "green" an office</p>
Persistence	<p><i>Study Skills:</i> Becoming a Lifelong Learner</p>

FUTURE 5

English for Results

SKILL	LEARNING OBJECTIVE	CEFR	GSE	PAGE
Grammar	Can use 'I wish/if only . . .' to express regrets and wishes about the past.	B2 (59–66)	62	178
Listening	Can identify details that support a point of view when taking part in a general discussion.	B2 (59–66)	59	176
	Can extract the main points from news items, etc. with opinions, arguments, and discussion.	B2 (59–66)	65	170
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	184
	Can summarize, comment on, and discuss a wide range of factual and imaginative texts.	B2 (59–66)	66	CCRS Reading 7
	Can scan a long text or a set of related texts in order to find specific information.	B2 (59–66)	63	169, 172, 174, CCRS Reading 1, 2, 3–4
	Can distinguish supporting details from the main points in a text.	B2 (59–66)	61	166, 180, CCRS Writing 1
	Can infer the meaning of words from context in work-related documents or publications on unfamiliar topics.	B2 (59–66)	64	167, 173, 175, 181, CCRS Reading 4–5, 5–6
Speaking	Can give advice on a wide range of subjects.	B2 (59–66)	66	175, 177, 184
	Can contribute to a conversation fluently and naturally, provided the topic is not too abstract or complex.	B2 (59–66)	66	181
	Can express opinions about news stories using a wide range of everyday language.	B2 (59–66)	65	CCRS, Writing 3
	Can bring relevant personal experiences into a conversation to illustrate a point.	B2 (59–66)	60	167, 168, 170, 172, 173, 179, 181, CCRS Reading 8
	Can engage in extended conversation in a clearly participatory fashion on most general topics.	B2 (59–66)	61	166, 168, 171, 174, 176, 177, 180, 182, CCRS Writing 3
Writing	Can write a simple discursive essay.	B2 (59–66)	59	183, CCRS Reading 8, CCRS Writing 3

FUTURE 5

English for Results

UNIT 10 | Technology

Listening and Speaking	<p>Listen to a lecture on the history of the Internet and take notes</p> <p>Talk about the growth of the Internet</p> <p>Listen to a discussion on how the Internet is affecting communication</p> <p>Discuss the pros and cons of the Internet</p> <p>Listen to a conversation about the language of text messaging</p> <p>Discuss text messaging as a way of communicating</p> <p><i>Communication Skill:</i> Expressing agreement and disagreement</p>
Grammar	<p>Adjective clauses</p>
Life Skills	<p>Understand how to use an instruction manual</p>
Reading	<p>Read about virtual driving</p> <p>Read about computer training</p> <p>Read about the history of the Internet</p> <p><i>Reading Skills:</i></p> <ul style="list-style-type: none">• Identifying an author's purpose• Using a timeline
Writing	<p>Use a chart to structure an autobiographical essay</p> <p>Write an autobiographical essay about a challenge you faced</p> <p><i>Writing Tip:</i> Using concrete examples and sensory details</p>
Problem Solving	<p>Give advice to a new employee who is struggling to learn about unfamiliar computer equipment and procedures</p>
Persistence	<p><i>Goal Setting:</i> Moving Forward</p>

FUTURE 5

English for Results

SKILL	LEARNING OBJECTIVE	CEFR	GSE	PAGE
Listening	Can critically evaluate the main points of a straightforward presentation or lecture.	B2 (59–66)	61	186
	Can extract the main points from news items, etc. with opinions, arguments, and discussion.	B2 (59–66)	65	190, 196
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	204
	Can summarize, comment on, and discuss a wide range of factual and imaginative texts.	B2 (59–66)	66	200, CCRS Reading 6
	Can scan a long text or a set of related texts in order to find specific information.	B2 (59–66)	63	188, 189, 192, 198
	Can use a monolingual dictionary to check the meaning of words without needing to refer to a bilingual dictionary.	B2 (59–66)	59	186
	Can distinguish supporting details from the main points in a text.	B2 (59–66)	61	CCRS Reading 1, 2, 3–4, CCRS Writing 1
	Can infer the meaning of words from context in work-related documents or publications on unfamiliar topics.	B2 (59–66)	64	193, 199, 201, CCRS Reading 4–5, 5–6
Speaking	Can give advice on a wide range of subjects.	B2 (59–66)	66	195, 204
	Can express opinions about news stories using a wide range of everyday language.	B2 (59–66)	65	CCRS Writing 2
	Can bring relevant personal experiences into a conversation to illustrate a point.	B2 (59–66)	60	188, 193, 196, 200, CCRS Reading 7
	Can engage in extended conversation in a clearly participatory fashion on most general topics.	B2 (59–66)	61	186, 187, 190, 191, 192, 197, 198, 201, 202, CCRS Writing 3
Writing	Can write a simple discursive essay.	B2 (59–66)	59	203, CCRS Reading 7, CCRS Writing 3