

# FUTURE

*English for Results*

INTRO



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

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# FUTURE

## English for Results

### INTRO

*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](http://English.com/gse) to learn more about the Global Scale of English.

## References

Council of Europe (2001) Common European Framework of Reference for Languages: Learning, teaching, assessment. Cambridge: Cambridge University Press.

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Schneider, Guenther and Brian North (1999) ‘In anderen Sprachen kann ich’ . . . Skalen zur Beschreibung, Beurteilung und Selbsteinschätzung der fremdsprachlichen Kommunikationsfähigkeit. Berne, Project Report, National Research Programme 33, Swiss National Science Research Council.

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# FUTURE

## English for Results

### INTRO

*Future* Intro is aligned with the Global Scale of English and the Common European Framework of Reference. **It takes learners from CEFR <A1 to A1 (18–28 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.

GSE	10	20	30	40	50	60	70	80	90
Level 5									
Level 4									
Level 3									
Level 2									
Level 1									
Intro									
CEFR	<A1	A1	A2 <sup>+</sup>	B1 <sup>+</sup>	B2 <sup>+</sup>	C1	C2		

Learn more about the Global Scale of English at [englishscale.com/gse](https://englishscale.com/gse)



# FUTURE

## English for Results

### INTRO

## UNIT 1 | Nice to Meet You.

<b>Vocabulary</b>	<p>Countries</p> <p>Alphabet</p> <p>Numbers 0–9</p> <p>The sounds of <i>m</i> and <i>n</i></p>
<b>Listening</b>	<p>Listen to people introduce themselves</p> <p>Listen and write letters, words, and names</p> <p>Listen and write telephone numbers</p> <p>Listen and identify student ID numbers</p>
<b>Speaking/ Pronunciation</b>	<p>Introduce yourself and say where you are from</p> <p>Ask where someone is from</p> <p>Ask for someone's name and confirm the spelling</p> <p>Introduce your classmates</p>
<b>Grammar</b>	<p><i>Wh</i>- questions with <i>be</i></p> <p>Possessive pronouns: <i>my</i>, <i>your</i></p> <p><i>Wh</i>- questions: <i>What is your . . . ?</i></p> <p><i>Be</i> simple present: full forms and contractions</p> <p>Subject pronouns</p>
<b>Life Skills</b>	<p>Say and write the alphabet</p> <p>Say and write numbers 0–9</p> <p>Say and spell first and last names</p> <p>Say and write your telephone number</p> <p>Ask for and write telephone numbers</p> <p>Identify gender</p>
<b>Reading</b>	<p>Read a paragraph about a student and a teacher</p> <p>Read a personal information form</p> <p>Read a story about different ways to greet people</p>
<b>Writing</b>	<p>Start first and last names with capital letters</p> <p>Start country names with capital letters</p> <p>Start sentences with capital letters; end sentences with periods</p> <p>End questions with question marks</p> <p>Fill out a personal information form</p> <p>Write about how people say hello in your country</p> <p>Write sentences about yourself using personal information</p>
<b>Numeracy</b>	<p>Cardinal numbers 0–10</p> <p>Telephone numbers</p> <p>Student ID numbers</p>
<b>Persistence</b>	<p>Team Project: Meet Your Class</p>

# FUTURE

## English for Results

### INTRO

SKILL	LEARNING OBJECTIVE	CEFR	GSE	PAGES
Grammar	Can use the correct form of 'be' with singular and plural nouns.	A1 (22–29)	24	15, 19
	Can use subject personal pronouns.	A1 (22–29)	24	16, 17
Listening	Can understand cardinal numbers from 1 to 20.	Below A1 (10–21)	10	12
	Can understand the letters of the alphabet.	Below A1 (10–21)	10	10
	Can understand basic personal details if given carefully and slowly.	Below A1 (10–21)	21	12, 13, 14, 20, 22, 26
Reading	Can recognize familiar names, words, and very basic phrases on simple notices.	Below A1 (10–21)	15	20
Speaking	Can establish basic social contacts with simple, polite greetings and farewells.	Below A1 (10–21)	19	14
	Can ask for and give a phone number.	Below A1 (10–21)	17	13
	Can greet people using a few basic fixed expressions.	Below A1 (10–21)	12	26
	Can ask someone for their name.	Below A1 (10–21)	10	11
	Can spell out their own name and address.	Below A1 (10–21)	14	11
	Can say the letters of the alphabet.	Below A1 (10–21)	11	10
	Can give very limited personal information using basic fixed expressions.	Below A1 (10–21)	16	9, 12, 17, 18, 19
Vocab	Can use language related to nation, nationality, and language.	<A1 (10–21)  A1 (22–29)	10–29	8
Writing	Can complete simple forms with basic personal details.	A1 (22–29)	23	21, 26, 27
	Can write their name, address, and nationality.	Below A1 (10–21)	10	21, 27

## UNIT 2 | Welcome to Class!

<b>Vocabulary</b>	Classroom objects Classroom instructions Places in a school The sounds of <i>p</i> and <i>b</i>
<b>Listening</b>	Listen to and follow classroom instructions Listen to and follow directions for places in a school
<b>Speaking/ Pronunciation</b>	Ask for classroom objects Give classroom instructions Identify places in a school Give directions for places in a school
<b>Grammar</b>	Questions with <i>Do</i> and short answers: <i>Yes, I do / No, I don't</i> Imperatives: affirmative and negative <i>Wh-</i> questions: <i>Where is . . . ?</i> Prepositions of place: <i>in, across from, next to</i> <i>How do you . . . ?</i> Simple present affirmative statements with <i>I, you, we, they</i>
<b>Life Skills</b>	Understand classroom instructions Learn about places in a school Talk about study skills Use appropriate titles: <i>Mr., Ms., Mrs., Miss</i>
<b>Reading</b>	Read a paragraph about how someone studies Read a personal information form Read a cross-cultural story about different classrooms
<b>Writing</b>	Fill out a personal information form Write about classrooms in your country Write sentences about yourself with personal information
<b>Numeracy</b>	Counting
<b>Persistence</b>	Team Project: Places in the School

# FUTURE

## English for Results

### INTRO

SKILL	LEARNING OBJECTIVE	CEFR	GSE	PAGE
<b>Grammar</b>	Can use verbs in the imperative.	A1 (22–29)	27	31
<b>Listening</b>	Can understand very basic common classroom instructions.	Below A1 (10–21)	16	30
	Can understand basic personal details if given carefully and slowly.	Below A1 (10–21)	21	36, 38, 40
	Can understand short, simple instructions addressed carefully and slowly.	A1 (22–29)	23	44
<b>Speaking</b>	Can ask and answer simple questions about things they have in a limited way.	Below A1 (10–21)	21	29
	Can name a few very common everyday objects.	Below A1 (10–21)	12	29
	Can say where they and other people are in a limited way.	A1 (22–29)	22	33
	Can accurately repeat clearly spoken words, phrases, and short sentences.	A1 (22–29)	25	29, 30, 31, 32, 33, 34, 35, 38, 41
	Can give very limited personal information using basic fixed expressions.	Below A1 (10–21)	16	38, 39
<b>Vocab</b>	Can use language related to buildings and rooms in education.	<A1 (10–21)  A1 (22–29)	10–29	32, 33
	Can use language related to school life and equipment.	<A1 (10–21)  A1 (22–29)	10–29	28, 29
	Can use language related to family members and relationships.	<A1 (10–21)  A1 (22–29)	10–29	36
<b>Writing</b>	Can complete simple forms with basic personal details.	A1 (22–29)	23	37, 44

# FUTURE

## English for Results

### INTRO

## UNIT 3 | On Time

<b>Vocabulary</b>	Numbers 0–59 Clock time Daily activities Days of the week The sounds of <i>d</i> and <i>t</i>
<b>Listening</b>	Listen to and write numbers Listen to and write clock time Listen to a conversation about a student's schedule
<b>Speaking/ Pronunciation</b>	Ask for and say clock time Talk about daily activities Talk about your weekly schedule
<b>Grammar</b>	Prepositions of time: <i>at, on, from / to</i> <i>Wh-</i> questions: <i>What, When</i> Simple present: third person singular
<b>Life Skills</b>	Write numbers as words Understand clock time Understand A.M. (morning) and P.M. (afternoon, evening) Say, read, and write days of the week
<b>Reading</b>	Read schedules Read a paragraph about someone's schedule Read a story about being on time
<b>Writing</b>	Write about time in your culture Write about your schedule Write sentences about your weekly schedule
<b>Numeracy</b>	Cardinal numbers 0–59 Clock time Schedules
<b>Persistence</b>	Team Project: Time to Get Up

# FUTURE

## English for Results

### INTRO

SKILL	LEARNING OBJECTIVE	CEFR	GSE	PAGE
Grammar	Can use the present simple to refer to daily routines.	A1 (22–29)	26	51
	Can use a range of time expressions with whole numbers (+ ‘o’clock’).	A1 (22–29)	27	49, 53
Listening	Can understand cardinal numbers from 21 to 100.	Below A1 (10–21)	19	46
	Can understand basic factual statements.	A1 (22–29)	28	48
	Can follow speech which is very slow and carefully articulated, with long pauses.	A1 (22–29)	25	56
	Can understand basic personal details if given carefully and slowly.	Below A1 (10–21)	21	60
Speaking	Can ask and answer simple questions in areas of immediate need or on very familiar topics.	A1 (22–29)	25	49, 50, 51, 53, 57, 59
	Can say a range of basic numbers, quantities, and prices.	Below A1 (10–21)	20	54
	Can tell the time of day to the quarter hour.	A1 (22–29)	24	47, 48, 60
	Can accurately repeat clearly spoken words, phrases, and short sentences.	A1 (22–29)	25	48, 49, 51, 52, 53, 57
Vocab	Can use language related to everyday activities.	<A1 (10–21)  A1 (22–29)	10–29	50
	Can use language related to point or period of time.	<A1 (10–21)  A1 (22–29)	10–29	52, 59
	Can use language related to numbers.	<A1 (10–21)  A1 (22–29)	10–29	46, 59
Writing	Can complete simple forms with basic personal details.	A1 (22–29)	23	61
	Can write simple sentences about someone’s life and routines.	A1 (22–29)	28	61
	Can write times using both digits and words.	A1 (22–29)	29	47, 55

## UNIT 4 | Family and Friends

<b>Vocabulary</b>	Family members Household chores Months and dates Ordinal numbers 1st–31st The sounds of <i>d</i> and <i>th</i>
<b>Listening</b>	Listen to a conversation about family members Listen to and write dates
<b>Speaking/ Pronunciation</b>	Say who is in your family Say who does household chores in your home Ask for and say dates
<b>Grammar</b>	<i>Who's that?</i> Questions with <i>Do</i> Singular and plural nouns Questions with <i>Who</i> Simple present: affirmative statements
<b>Life Skills</b>	Talk about household chores Say, read, and write months of the year Read and write dates in words and numbers Say and write dates of birth
<b>Reading</b>	Read a paragraph about a family Read a personal information form Read a story about household chores
<b>Writing</b>	Fill out a personal information form Write about household chores and jobs in your country Write sentences about your English program
<b>Numeracy</b>	Ordinal numbers 1st–31st Calendars Dates
<b>Persistence</b>	Team Project: Birthdays

# FUTURE

## English for Results

### INTRO

SKILL	LEARNING OBJECTIVE	CEFR	GSE	PAGE
<b>Grammar</b>	Can use regular nouns in the plural form.	A1 (22–29)	24	65
	Can ask a range of wh- questions.	A1 (22–29)	27	67
<b>Listening</b>	Can understand basic factual statements.	A1 (22–29)	28	64
	Can follow speech which is very slow and carefully articulated, with long pauses.	A1 (22–29)	25	74, 78
<b>Reading</b>	Can recognize basic plural forms of nouns (e.g. cars, books).	Below A1 (10–21)	14	65
<b>Speaking</b>	Can ask for and give a date of birth.	Below A1 (10–21)	20	69
	Can ask and answer simple questions in areas of immediate need or on very familiar topics.	A1 (22–29)	25	63, 65, 68, 75, 77
	Can accurately repeat clearly spoken words, phrases, and short sentences.	A1 (22–29)	25	63, 64, 67, 68, 69, 70, 71
	Can give very limited personal information using basic fixed expressions.	Below A1 (10–21)	16	66
	Can read aloud short, familiar fixed expressions in a way that can be understood.	A1 (22–29)	26	75, 78
<b>Vocab</b>	Can use language related to family members and relationships.	<A1 (10–21)  A1 (22–29)	10–29	62, 63, 78
	Can use language related to everyday activities.	<A1 (10–21)  A1 (22–29)	10–29	66
	Can use language related to point or period of time.	<A1 (10–21)  A1 (22–29)	10–29	68, 71, 77
	Can use language related to numbers.	<A1 (10–21)  A1 (22–29)	10–29	69
<b>Writing</b>	Can complete simple forms with basic personal details.	A1 (22–29)	23	70, 73, 79



## UNIT 5 | How Much Is It?

<b>Vocabulary</b>	U.S. coins U.S. bills Drugstore items The sounds of <i>g</i> and <i>c</i>
<b>Listening</b>	Listen to a conversation about an item on sale Listen to information about the location of drugstore items Listen to and write prices
<b>Speaking/ Pronunciation</b>	Ask for and give change Ask where things are in a store Ask for and say prices
<b>Grammar</b>	Questions with <i>Do</i> <i>Where is / Where are</i> <i>How much is . . . ?</i>
<b>Life Skills</b>	Make change with U.S. coins and bills Read price tags Read a shopping receipt Write a personal check
<b>Reading</b>	Read a store directory Read a store receipt Read a cross-cultural story about shopping
<b>Writing</b>	Write a personal check Write about shopping in your country Write sentences about how you shop
<b>Numeracy</b>	U.S. money Prices Shopping receipts
<b>Persistence</b>	Team Project: Coins and Bills

# FUTURE

## English for Results

### INTRO

SKILL	LEARNING OBJECTIVE	CEFR	GSE	PAGE
<b>Grammar</b>	Can ask where other people are using 'Where is/are . . . ?'	A1 (22–29)	25	85
<b>Listening</b>	Can follow speech which is very slow and carefully articulated, with long pauses.	A1 (22–29)	25	87, 90, 94
	Can understand simple language related to prices and quantities.	Below A1 (10–21)	20	86
<b>Reading</b>	Can understand short written notices, signs, and instructions with visual support.	A1 (22–29)	27	85, 89
	Can read and understand simple prices.	Below A1 (10–21)	12	88, 95
<b>Speaking</b>	Can ask and answer simple questions in areas of immediate need or on very familiar topics.	A1 (22–29)	25	83, 85, 86, 87, 91, 93, 94
	Can say a range of basic numbers, quantities, and prices.	Below A1 (10–21)	20	81, 86
	Can accurately repeat clearly spoken words, phrases, and short sentences.	A1 (22–29)	25	81, 83, 85, 86, 87
	Can read aloud short, familiar fixed expressions in a way that can be understood.	A1 (22–29)	26	91
<b>Vocab</b>	Can use language related to personal comfort, hygiene, and bodily processes.	<A1 (10–21)  A1 (22–29)	10–29	84
	Can use language related to banking and insurance.	<A1 (10–21)  A1 (22–29)	10–29	80, 83
	Can use language related to money.	<A1 (10–21)  A1 (22–29)	10–29	81, 82, 93
<b>Writing</b>	Can complete a simple form requiring travel information (e.g. landing card, customs declaration).	A1 (22–29)	27	95

## UNIT 6 | Let's Eat!

<b>Vocabulary</b>	Fruits and vegetables Quantities and containers Food and prices on a menu Breakfast, lunch, dinner foods The sounds of <i>f</i> and <i>v</i>
<b>Listening</b>	Listen to a conversation about likes and dislikes Listen and understand what someone needs from the store Listen to and write prices
<b>Speaking/ Pronunciation</b>	Say what you like and don't like Say what someone likes and doesn't like Talk about shopping for food Say the quantity of food you need
<b>Grammar</b>	<i>Do you like . . . ?</i> Simple present: <i>like</i> Simple present: <i>need, have</i> <i>I'd like</i> for ordering food
<b>Life Skills</b>	Read grocery ads Understand quantities and containers Write a shopping list Read a menu Order meals in a restaurant
<b>Reading</b>	Read a paragraph about making soup Read a shopping list Read a grocery ad Read a menu Read a cross-cultural story about different ways to eat
<b>Writing</b>	Write a shopping list Write about how people eat Find out what a classmate needs and write his/her shopping list
<b>Numeracy</b>	Prices Quantities
<b>Persistence</b>	Team Project: Plan a Party

# FUTURE

## English for Results

### INTRO

SKILL	LEARNING OBJECTIVE	CEFR	GSE	PAGE
Grammar	Can use the present simple to refer to likes, dislikes, and opinions.	A1 (22–29)	27	99, 101
Listening	Can follow speech which is very slow and carefully articulated, with long pauses.	A1 (22–29)	25	108, 112, 113
	Can understand basic questions about people's likes and dislikes.	A1 (22–29)	24	98
Reading	Can understand short written notices, signs, and instructions with visual support.	A1 (22–29)	27	104
Speaking	Can ask and answer simple questions in areas of immediate need or on very familiar topics.	A1 (22–29)	25	97, 102, 103, 107, 109, 111, 112, 113
	Can ask for a drink or food in a limited way.	A1 (22–29)	24	106, 107
	Can express preferences about food and drink using basic fixed expressions.	A1 (22–29)	28	98, 99, 100, 101
	Can describe a person's likes and dislikes using simple language.	A1 (22–29)	28	97
	Can accurately repeat clearly spoken words, phrases, and short sentences.	A1 (22–29)	25	97, 98, 101, 102, 103, 106, 107
	Can read aloud short, familiar fixed expressions in a way that can be understood.	A1 (22–29)	26	105, 109
Vocab	Can use language related to food and drink.	<A1 (10–21)  A1 (22–29)	10–29	102, 103
	Can use language related to the names of food and drinks.	<A1 (10–21)  A1 (22–29)	10–29	96, 100, 111

## UNIT 7 | Apartment for Rent

<b>Vocabulary</b>	<p>Rooms</p> <p>Words to describe rooms</p> <p>Furniture and appliances</p> <p><i>Street, drive, avenue, road, lane, boulevard</i></p> <p>The sounds of / and r</p>
<b>Listening</b>	<p>Listen to a conversation about an apartment for rent</p> <p>Listen to and write a street address</p> <p>Listen to information about an apartment for rent</p>
<b>Speaking/ Pronunciation</b>	<p>Say what rooms are in your home</p> <p>Say what furniture and appliances are in your home</p> <p>Ask for and give a street address</p> <p>Ask for information about an apartment for rent</p>
<b>Grammar</b>	<p><i>There is / There are</i></p> <p>Yes / No questions: <i>Is there / Are there</i></p>
<b>Life Skills</b>	<p>Talk about rooms, furniture, and appliances</p> <p>Ask about an apartment for rent</p> <p>Say and write your street address</p> <p>Address an envelope</p>
<b>Reading</b>	<p>Read a paragraph about an apartment</p> <p>Read addresses on an envelope</p> <p>Read a cross-cultural story about single people</p>
<b>Writing</b>	<p>Address an envelope</p> <p>Write about single people in your country</p> <p>Write an ad</p>
<b>Numeracy</b>	<p>Street addresses</p> <p>Cost of housing</p>
<b>Persistence</b>	<p>Team Project: What's your home like?</p>

# FUTURE

## English for Results

### INTRO

SKILL	LEARNING OBJECTIVE	CEFR	GSE	PAGE
<b>Grammar</b>	Can use 'there' + 'be' to express presence/absence.	A1 (22–29)	27	117
	Can ask yes/no questions using the present simple.	A1 (22–29)	26	119
<b>Listening</b>	Can understand basic factual statements.	A1 (22–29)	28	120
	Can follow speech which is very slow and carefully articulated, with long pauses.	A1 (22–29)	25	121, 124, 128
<b>Reading</b>	Can understand short written notices, signs, and instructions with visual support.	A1 (22–29)	27	129
<b>Speaking</b>	Can ask and answer simple questions in areas of immediate need or on very familiar topics.	A1 (22–29)	25	121, 125, 128
	Can ask for and give very basic information about the home.	A1 (22–29)	25	115, 116, 119
	Can talk about furniture and rooms using simple language.	A2 (30–35)	31	118
	Can accurately repeat clearly spoken words, phrases, and short sentences.	A1 (22–29)	25	115, 116, 119, 121
	Can read aloud short, familiar fixed expressions in a way that can be understood.	A1 (22–29)	26	125
	Can exchange personal details (e.g. where they live, things they have).	A1 (22–29)	28	121
	Can describe where they live.	A1 (22–29)	26	117, 127
<b>Vocab</b>	Can use language related to furniture and decoration.	<A1 (10–21)  A1 (22–29)	10–29	118
	Can use language related to describing homes and living conditions.	<A1 (10–21)  A1 (22–29)	10–29	116
	Can use language related to rooms and parts of a building.	<A1 (10–21)  A1 (22–29)	10–29	114, 127
	Can use language related to rooms and parts of a building.	<A1 (10–21)  A1 (22–29)	10–29	127
	Can use language related to address, and living or working in a home.	<A1 (10–21)  A1 (22–29)	10–29	120, 122

## UNIT 8 | Let's Go Shopping.

<b>Vocabulary</b>	Clothes Colors Problems with clothing The sounds of s and sh
<b>Listening</b>	Listen to a conversation about clothes and sizes Listen and say why someone is returning clothing items
<b>Speaking/ Pronunciation</b>	Say the clothes you want Ask for the sizes you need Say what someone is wearing Return clothing to a store and say the problem(s)
<b>Grammar</b>	<i>This / That, These / Those</i> Adjective + noun <i>I need to return . . .</i>
<b>Life Skills</b>	Identify basic clothing Read size labels Describe what someone is wearing Ask for and give prices Return clothing to a store
<b>Reading</b>	Read a paragraph about two friends and shopping Read store ads Read a cross-cultural story about the colors of clothes
<b>Writing</b>	Write about the colors of clothes in your country Write a conversation between a customer and a sales assistant
<b>Numeracy</b>	Clothing sizes Regular prices and sale prices
<b>Persistence</b>	Team Project: A Clothing Sale

# FUTURE

## English for Results

### INTRO

SKILL	LEARNING OBJECTIVE	CEFR	GSE	PAGE
<b>Grammar</b>	Can use 'that' and 'this' as determiners relating to people or objects.	A2 (30–35)	30	133
<b>Listening</b>	Can follow speech which is very slow and carefully articulated, with long pauses.	A1 (22–29)	25	136, 139, 140, 144, 145
<b>Reading</b>	Can understand short written notices, signs, and instructions with visual support.	A1 (22–29)	27	138, 139
<b>Speaking</b>	Can ask and answer simple questions in areas of immediate need or on very familiar topics.	A1 (22–29)	25	132, 134, 137, 141, 143, 144, 145
	Can accurately repeat clearly spoken words, phrases, and short sentences.	A1 (22–29)	25	131, 132, 135, 136
	Can read aloud short, familiar fixed expressions in a way that can be understood.	A1 (22–29)	26	133, 141
	Can describe an object using simple language.	A1 (22–29)	29	135, 137
	Can use brief, everyday expressions to describe wants and needs, and request information.	A1 (22–29)	28	131
<b>Vocab</b>	Can use language related to items of clothing.	<A1 (10–21)  A1 (22–29)	10–29	130
	Can use language related to shops and buying clothes.	<A1 (10–21)  A1 (22–29)	10–29	132, 136
	Can use language related to color.	<A1 (10–21)  A1 (22–29)	10–29	134, 135, 143



## UNIT 9 | Our Busy Lives

<b>Vocabulary</b>	Free-time activities Household chores Workplace activities The sounds of <i>a</i> ( <i>date</i> ) and <i>e</i> ( <i>yes</i> )
<b>Listening</b>	Listen to a conversation about free-time activities Listen to a conversation about household chores Listen to a conversation about workplace activities
<b>Speaking/ Pronunciation</b>	Talk about your free-time activities Say how often you do something Say what you are doing now Say what someone is doing now
<b>Grammar</b>	<i>How often . . . ?</i> Present continuous: affirmative statements Present continuous: <i>Yes / No</i> questions and short answers Present continuous: negative statements
<b>Life Skills</b>	Identify free-time activities, household chores, workplace activities Say who does household chores in your home Understand and write phone messages
<b>Reading</b>	Read a paragraph about a phone call Read telephone messages Read a cross-cultural story about a family's activities
<b>Writing</b>	Write telephone messages Write about your family's activities Write sentences about your weekly activities
<b>Numeracy</b>	<i>once, twice, three times</i>
<b>Persistence</b>	Team Project: Free-Time Activities

# FUTURE

## English for Results

### INTRO

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	149, 151, 153
Listening	Can follow speech which is very slow and carefully articulated, with long pauses.	A1 (22–29)	25	156, 161
	Can understand basic information about free time activities.	A1 (22–29)	27	148
Reading	Can understand short written notices, signs, and instructions with visual support.	A1 (22–29)	27	154
Speaking	Can ask and answer simple questions in areas of immediate need or on very familiar topics.	A1 (22–29)	25	147, 151, 153, 157, 159, 160, 161
	Can accurately repeat clearly spoken words, phrases, and short sentences.	A1 (22–29)	25	147, 148, 149, 151, 153
	Can read aloud short, familiar fixed expressions in a way that can be understood.	A1 (22–29)	26	150, 152, 155, 157
Vocab	Can use language related to everyday activities.	<A1 (10–21)  A1 (22–29)	10–29	159
	Can use language related to housework and cleaning.	<A1 (10–21)  A1 (22–29)	10–29	150, 159
	Can use language related to jobs.	<A1 (10–21)  A1 (22–29)	10–29	152, 159
	Can use language related to everyday activities.	<A1 (10–21)  A1 (22–29)	10–29	146
	Can use language related to frequency or repetition.	<A1 (10–21)  A1 (22–29)	10–29	147
Writing	Can write short, simple notes, emails, and postings to friends.	A1 (22–29)	28	155
	Can complete simple forms with basic personal details.	A1 (22–29)	23	161

## UNIT 10 | Where's the Bus Stop?

<b>Vocabulary</b>	Places in the community Types of transportation Traffic signs Directions The sounds of <i>a (bank)</i> and <i>I (library)</i>
<b>Listening</b>	Listen to a conversation about the location of a place Listen to someone giving directions Listen to directions and find the place on a map
<b>Speaking/ Pronunciation</b>	Ask where places are Give directions Ask about types of transportation
<b>Grammar</b>	Prepositions of place: <i>on, between, across from</i> Wh- questions: <i>Where</i> Review: Imperatives <i>How do you get to . . . ?</i>
<b>Life Skills</b>	Ask for directions Give directions Identify forms of transportation Read traffic signs
<b>Reading</b>	Read a map Read a paragraph about how a student gets to school Read a story about someone's new business
<b>Writing</b>	Write about your dream business Write places on a map
<b>Numeracy</b>	Map directions
<b>Persistence</b>	Team Project: Places in the Neighborhood

# FUTURE

## English for Results

### INTRO

SKILL	LEARNING OBJECTIVE	CEFR	GSE	PAGE
Grammar	Can use basic prepositions of place with nouns and noun phrases.	A1 (22–29)	26	165
	Can use language related to public transport	<A1 (10–21)  A1 (22–29)	10–29	166
Listening	Can follow speech which is very slow and carefully articulated, with long pauses.	A1 (22–29)	25	163, 168, 169, 171, 172, 176
Speaking	Can ask and answer simple questions in areas of immediate need or on very familiar topics.	A1 (22–29)	25	173, 175
	Can ask for simple directions, referring to a map or plan.	A1 (22–29)	29	163, 165, 167, 169, 176
	Can accurately repeat clearly spoken words, phrases, and short sentences.	A1 (22–29)	25	163, 167, 168, 169
	Can read aloud short, familiar fixed expressions in a way that can be understood.	A1 (22–29)	26	164, 166, 170, 171, 173, 177
Vocab	Can use language related to public buildings and places.	<A1 (10–21)  A1 (22–29)	10–29	162, 164, 175
	Can use language related to cars and driving.	<A1 (10–21)  A1 (22–29)	10–29	170
	Can use language related to public transport.	<A1 (10–21)  A1 (22–29)	10–29	175

## UNIT 11 | Get Well Soon!

<b>Vocabulary</b>	Parts of the body Medical instructions Common health problems Medicine and dosages The sounds of <i>e</i> ( <i>sleep</i> ) and <i>i</i> ( <i>in</i> )
<b>Listening</b>	Listen to a phone call to 911 Listen to instructions during a medical exam and do the actions
<b>Speaking/ Pronunciation</b>	Make a doctor's appointment Describe symptoms of a health problem Offer suggestions when someone doesn't feel well Call 911
<b>Grammar</b>	<i>I'd like to</i> + verb Suggestions with <i>should</i>
<b>Life Skills</b>	Make a doctor's appointment Follow medical instructions during a medical exam Call 911 Read a medicine label
<b>Reading</b>	Read a paragraph about someone's checkup Read a cross-cultural story about going to the doctor
<b>Writing</b>	Write about going to the doctor Write about directions on a medicine label
<b>Numeracy</b>	Medicine dosages
<b>Persistence</b>	Team Project: Give Health Tips

# FUTURE

## English for Results

### INTRO

SKILL	LEARNING OBJECTIVE	CEFR	GSE	PAGE
<b>Listening</b>	Can follow speech which is very slow and carefully articulated, with long pauses.	A1 (22–29)	25	185, 186, 188, 192
<b>Reading</b>	Can understand short written notices, signs, and instructions with visual support.	A1 (22–29)	27	187, 193
<b>Speaking</b>	Can ask and answer simple questions in areas of immediate need or on very familiar topics.	A1 (22–29)	25	185, 189, 191
	Can express how they are feeling using very basic fixed expressions.	A1 (22–29)	28	179
	Can accurately repeat clearly spoken words, phrases, and short sentences.	A1 (22–29)	25	179, 181, 183, 185
	Can read aloud short, familiar fixed expressions in a way that can be understood.	A1 (22–29)	26	182, 184, 189
<b>Vocab</b>	Can use language related to medicine and medical treatment.	<A1 (10–21)  A1 (22–29)	10–29	186
	Can use language related to parts of the body and mind.	<A1 (10–21)  A1 (22–29)	10–29	178, 191
	Can use language related to wellness and illness.	<A1 (10–21)  A1 (22–29)	10–29	182
	Can use language related to giving instructions.	<A1 (10–21)  A1 (22–29)	10–29	180

## UNIT 12 | What Do You Do?

<b>Vocabulary</b>	Occupations Job skills Abbreviations for job ads The sounds of <i>o</i> ( <i>hospital</i> ) and <i>u</i> ( <i>bus</i> )
<b>Listening</b>	Listen to someone applying for a job Listen to a job interview
<b>Speaking/ Pronunciation</b>	Say your occupation Ask about someone's occupation Talk about job skills
<b>Grammar</b>	<i>Where do / Where does . . . ?</i> <i>Can</i> for ability: questions and short answers
<b>Life Skills</b>	Read job ads Talk about your job skills in an interview
<b>Reading</b>	Read a paragraph about someone's job interview Read a story about someone's first job interview in the U.S.
<b>Writing</b>	Write about job interviews Write a dialogue for a job interview Fill out a job application
<b>Numeracy</b>	Phone numbers Work schedule
<b>Persistence</b>	Team Project: Talk About Jobs

# FUTURE

## English for Results

### INTRO

SKILL	LEARNING OBJECTIVE	CEFR	GSE	PAGE
<b>Grammar</b>	Can use 'can' to refer to ability in the present.	A1 (22–29)	29	201
<b>Listening</b>	Can follow speech which is very slow and carefully articulated, with long pauses.	A1 (22–29)	25	200, 204, 208
<b>Reading</b>	Can understand short written notices, signs, and instructions with visual support.	A1 (22–29)	27	202, 203, 208
<b>Speaking</b>	Can ask and answer simple questions in areas of immediate need or on very familiar topics.	A1 (22–29)	25	205, 207, 208
	Can express ability or lack of ability with regard to basic activities using 'can' or 'can't'.	A1 (22–29)	27	200, 201
	Can accurately repeat clearly spoken words, phrases, and short sentences.	A1 (22–29)	25	195, 197, 199, 200, 201
	Can read aloud short, familiar fixed expressions in a way that can be understood.	A1 (22–29)	26	205, 207
	Can exchange personal details (e.g. where they live, things they have).	A1 (22–29)	28	195, 197, 199
<b>Vocab</b>	Can use language related to aptitude, ability, knowledge, and skills.	<A1 (10–21)  A1 (22–29)	10–29	198
	Can use language related to job description and types of work.	<A1 (10–21)  A1 (22–29)	10–29	194, 196, 207
	Can use language related to jobs.	<A1 (10–21)  A1 (22–29)	10–29	202, 203
<b>Writing</b>	Can complete simple forms with basic personal details.	A1 (22–29)	23	209