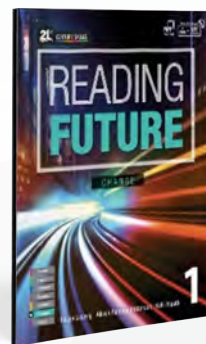
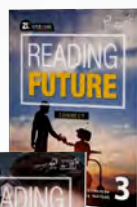
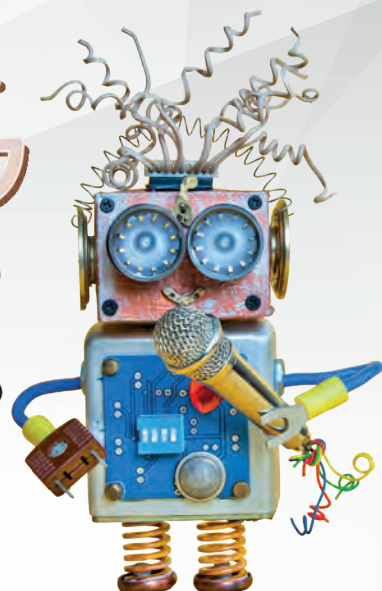
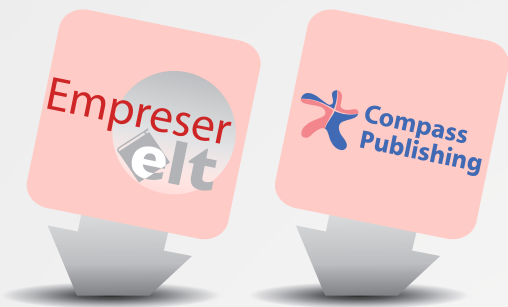
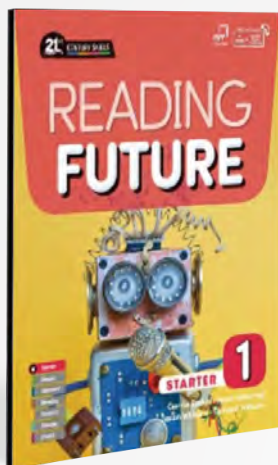


# READING FUTURE





## Series



### CEFR

Pre A1 – A2+

### Hours of instruction per week:

### Student's book only:

3 – 5 hours a week

### BIGBOX activities:

2 – 3 additional hours per week

## Main Characteristics

**Reading Future** is a series of 7 modules divided into 3 levels each, designed for beginners in the language aligned to the language skills established by the *Common European Framework of Reference* with a focus on vocabulary, reading and writing.

**Reading Future** is organized in 16 units divided into 4 thematic sections each (4 units per topic). **Reading Future** has lessons developed to fit the CLIL approach, in which students and teachers will find Interesting topics covering a wide range of subjects, including social studies, science, math, art, music, physical education, and more.

**Reading Future** is a complementary series to develop reading, vocabulary learning, and writing, that is why it takes students from a level Pre-A1 to A2+, and features:

- > Activities that promote and develop 21st Century skills.
- > Lessons developed adhering to the Common European Framework of Reference.
- > Simple and modern design suitable for beginners.
- > Lessons developed using the CLIL approach.
- > Use of QR codes to access audio and video material.
- > Clear unit objectives linked to real-world academic standards.
- > Fun and engaging wrap-up activities which help students' understanding of each unit.

### Student's components:

- > Student's book
- > MP3 recordings
- > Access to the BIGBOX app, that includes:
  - 📁 Access to homework assignments
  - 📁 Access to audios and videos
  - 📁 Access to reading material
  - 📁 Access to extra activities and games

### Teacher's components:

- > Wordlists
- > Transcripts
- > Syllabus and lesson plans
- > MP3 recordings
- > Answer key
- > Worksheets
- > Unit, midterm, and final tests
- > Access to the **CLASSBOX** platform, that includes:
  - 📁 Access to the digital online student's book
  - 📁 Access to the **CLASSBOX LMS**
  - 📁 Access to the downloadable material



## Student's components

## Scope and Sequence



DISPONIBLE EN  
**Google Play**

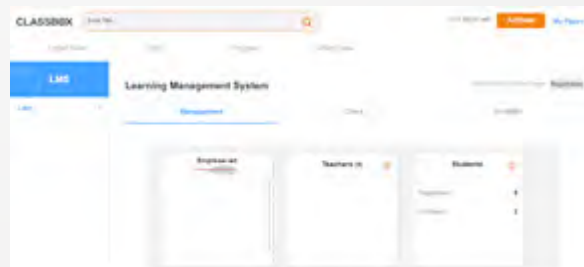
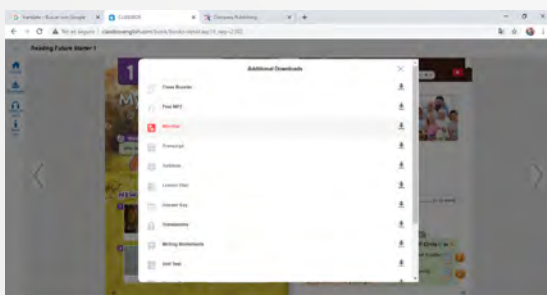
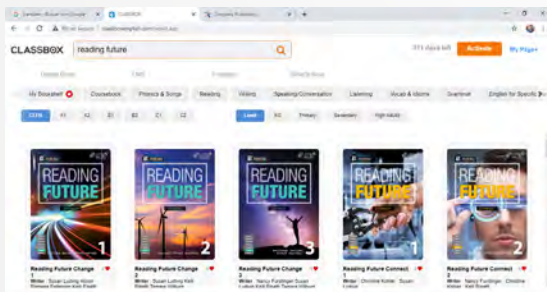


Download on the  
**App Store**



## Teacher's components

## Compass Publishing Platform







## Student's book:





Reading Future Starter 1

**1 SOCIAL STUDIES**

# My Family

**WARM-UP**  
Who are the people in your family?



**NEW WORDS** Look, listen, and read.

-  mom
-  dad
-  sister
-  brother

**READING** Listen and read.

This is my family.  
This is my grandma.  
This is my grandpa.  
This is my mom.  
This is my dad.  
This is my sister.  
This is my brother.  
I love my family.







Reading Time: \_\_\_\_\_ m \_\_\_\_\_ s / 32 words

**VOCABULARY SKILLS**  
Read the words.  
1.  grandma  
2.  grandpa  
Circle them in the passage.

**READING SKILLS**  
Is this correct? Circle O or X.  
1. I do not have a sister. ☐ O ☒ X  
2. I love my family. ☐ O ☒ X




Reading Future Starter 1

**READING COMPREHENSION**  
Choose the right answer.




1. What is the reading mainly about?  
☒ a  My friends  
☐ b  My family
2. This is my \_\_\_\_\_.  
☒ a  grandma  
☐ b  love
3. I love my \_\_\_\_\_.  
☒ a  family  
☐ b  friends

**SENTENCE BUILDING**  
Choose and write.

brother love mom

1.  This is my \_\_\_\_\_. ☒
2.  This is my \_\_\_\_\_. ☒
3.  I \_\_\_\_\_ my family. ☒

**VOCABULARY REVIEW**  
Circle the correct word.

1.  grandma ☒ grandpa
2.  mom ☒ dad
3.  brother ☒ sister

**WRAP-UP**  
Who are the people in your family?

brother sister grandma mom dad grandpa me

Trace. ☒

I love my family.

— If you need assistance with any of our products please contact us:



You will get immediate attention  
from our academic staff.

