**Future Level 1: Staff Development Prompts**

**Directions**

1. After you have viewed the Level 1 Overview of Future, meet with colleagues who also teach Level 1.

2. Collect all the *Future* materials your program uses at Level 1 (for example: Student book, workbook, CD Rom, Transparencies, Teacher’s Edition, etc.)

3. Read the questions, look at the materials, and discuss your ideas!

**The Basics**

Locate all the materials your program has for your level. Check them off here.

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| --- | --- |
| **Student Book** |  |
| **Interactive CD Rom** (in the back of the Student Book) |  |
| **Workbook** |  |
| **Transparencies and Vocabulary Cards** |  |
| **Multilevel Communicative Activity Book**  (online on *FutureEnglishforResults.com* website) |  |
| **Teacher’s Edition** |  |
| **Tests and Test Prep** |  |

Look at Unit 7. Go through the unit and count how many there are of each type of lesson:

\_\_\_\_ Vocabulary

\_\_\_\_ Listening/Speaking

\_\_\_\_ Grammar

\_\_\_\_ Life Skills

\_\_\_\_ Reading

\_\_\_\_ Review

**\_\_\_\_** Expand

**11 Total**

**Discussion Prompts**

*Read the questions for each lesson, look at your materials, and discuss your answers.*

**Goal Setting** *(page 125)*

1. Why does the unit begin with goal setting?
2. Where in the unit do students follow up on their goals?
3. Look at the header of each lesson. How does that header relate to the competencies listed in the unit opener?

**Vocabulary Lesson** *(pages 126-127)*

1. How many different ways is the vocabulary presented to students (print, audio, visual)?
2. How many different ways do students practice the new vocabulary (individual/ pair/ group, speaking/writing, controlled practice/open –ended practice)?
3. What is the purpose of *Show What You Know?*
4. Look at the ancillary materials. Which materials can you use to teach and practice the vocabulary lesson in class? Which materials can a student use to practice the vocabulary independently?

**Listening Speaking Lesson** *(pages 128-129)*

1. What is the purpose of the *Before You Listen* section*?*
2. How many times do the students listen to the conversation in the *Listen* section?
3. What do the students practice in the *Conversation* section?
4. What do students practice in the *Practice* section?
5. Look at the ancillary materials. Which materials can a student use to practice these listening/ speaking skills independently?

**Grammar Lesson** *(pages 130-131)*

1. Why is the language in the grammar chart the same as the language in the preceding Listening/Speaking lesson?
2. How is *Practice 1* different from *Practice 2*? Which is more controlled practice? Which is more open-ended?
3. What is the purpose of *Show What You Know*?
4. Look at the ancillary materials. Which materials can you use to teach and practice the target grammar in class? Which materials can a student use to practice the grammar independently?

**Life Skills Lesson** *(pages 132-133)*

1. What are the life skills students learn in this lesson*?*
2. What language skills are taught in this lesson? (*vocabulary, speaking, reading, writing, listening*)?
3. How many different kinds of schedules and forms are in the lesson? Why are there so many different types of layouts?
4. Look at the ancillary materials. Which materials can you use to teach and practice the Life Skill in class? Which materials can a student use to practice the Life Skill independently?

**Writing Lesson** *(page 259)*

1. How does the Writing Lesson relate to the Life Skills Lesson?
2. Where is the writing model located?
3. What kinds of questions do students answer about the model?

**Reading Lesson** *(pages 138-139)*

1. What is the purpose of *Before You Read?*
2. Why is an audio file provided with the reading text?
3. What graphic or visual support is provided with the reading?
4. Look at the ancillary materials. Where can students do additional comprehension questions of the reading?

**Review Lesson** *(page 143)*

1. What language skills do student practice in the Review Lesson (grammar, vocabulary, listening, speaking, reading, writing)?
2. How does the Review Lesson integrate the content and language of the unit?

**Expand Lesson** *(page 144)*

1. What language skills do student practice in the Expand Lesson (grammar, vocabulary, listening, speaking, reading, writing)?
2. How does the Review Lesson integrate the content and language of the unit?