**Future Level 2: Staff Development Prompts**

**Directions**

1. After you have viewed the Level 2 Overview of Future, meet with colleagues who also teach Level 2.

2. Collect all the *Future* materials your program uses at Level 2 (for example: Student book, workbook, CD Rom, 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** |  |
| **Multilevel Communicative Activity Book**(online on *FutureEnglishforResults.com* website) |  |
| **Transparencies and Vocabulary Cards Pack** |  |
| **Teacher’s Edition** |  |
| **Tests and Test Prep** |  |

Look at Unit 3. 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 45)*

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 46-47)*

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. There are three steps in the *Show What You Know* activity. Why are there so many steps?
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 48-49)*

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 50-51)*

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 students use to practice the grammar independently?

**Life Skills Lesson** *(pages 52-53)*

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. *Realia* is print material that looks like “real life” material. How many kinds of *realia* are in this Life Skills Lesson?
4. Look at the ancillary materials. Which materials can students use to practice the Life Skill independently?

**Life Skills Writing Lesson** *(page 258)*

1. How does the Writing Lesson relate to the Life Skills Lesson?
2. Look at the ancillary materials. Where can students do additional practice in check writing?

**Reading Lesson** *(pages 58-59)*

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 and comprehension questions?
4. Look at the ancillary materials. Where can students do additional comprehension questions of the reading?

**Writing Lesson** *(page 269)*

1. How does the Writing Lesson relate to the Reading Lesson?
2. Why does Future always provide a writing model?

**Review Lesson** *(page 63)*

1. What language skills do students 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 64)*

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?