**Future Level 3: Staff Development Prompts**

**Directions**

1. After you have viewed the Level 3 Overview of Future, meet with colleagues who also teach Level 3.

2. Collect all the *Future* materials your program uses at Level 3 (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.

|  |  |
| --- | --- |
| **Student Book** |  |
| **Interactive CD Rom** (in the back of the Student Book) |  |
| **Workbook** |  |
| **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

\_\_\_\_ Writing

**\_\_\_\_** 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. Look at the ancillary materials. Which materials can a student use to practice the vocabulary 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. Look at the ancillary materials. Which materials can a student use to practice the Life Skill independently? Where does the student learn study skills related to the Life Skills content?

**Listening Speaking Lesson** *(pages 134-35)*

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 136-137)*

1. Why is the language in the grammar chart the same as the language in the preceding Listening/Speaking lesson?
2. How are the exercises in *Practice 1* and *2* different? Which exercises are more receptive? Which are more productive?
3. What is the purpose of *Show What You Know*?
4. Look at the ancillary materials. Which materials can a student use to practice the grammar independently?

**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 skill do students learn in the Vocabulary in Context exercise?
4. Look at the ancillary materials. Where can students find new readings on the same unit theme?

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

1. How does the Writing Lesson relate to the Reading Lesson?
2. How does exercise 1A support students in the writing process?
3. Why does Future always provide a writing model?
4. Look at the Teacher’s Edition for the Writing Lesson on page 140. Where are the comprehension questions for the writing model?

**Review and Expand Lesson** *(page 144)*

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