**Future Level 4: Staff Development Prompts**

**Directions**

1. After you have viewed the Level 4 Overview of Future, meet with colleagues who also teach Level 4.

2. Collect all the *Future* materials your program uses at Level 4 (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 6. Go through the unit and count how many there are of each type of lesson:

\_\_\_\_ Listening/Speaking

\_\_\_\_ Grammar

\_\_\_\_ Life Skills

\_\_\_\_ Reading

\_\_\_\_ Writing

**\_\_\_\_** Review & Expand

 **10 Total**

**Discussion Prompts**

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

**Goal Setting** *(page 105)*

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?

**Listening Speaking Lesson** *(pages 106-107)*

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. Is the listening in the *Conversation* section the same as the listening in the *Listen* section?
4. Look at the ancillary materials. Which materials can a student use to practice these listening/ speaking skills independently?

**Grammar Lesson** *(pages 108-109)*

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?

**Life Skills Lesson** *(pages 110-111)*

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 academic skills related to the Life Skills content?

**Reading Lesson** *(pages 116-117)*

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 *Word Work* section?
4. Look at the ancillary materials. Where can students find new readings on the same unit theme?

**Writing Lesson** *(pages 122-123)*

1. How does the Writing Lesson integrate the content, grammar, and vocabulary of the unit?
2. How does exercise 2B support students in the writing process?
3. Why does Future always provide a writing model?
4. Look at the ancillary materials. Which materials can a student use independently to practice the writing skill?

**Review and Expand Lesson** *(page 124)*

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?