**Teaching Grammar with Future 1 & 2: Viewing Worksheet**

*Watch the online presentation. Pause after each slide and answer the questions. Watch out! Some questions have more than 1 answer.*

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| **Opener** | 1. There are four steps to *Future’*s approach to grammar. Put them in the correct order. Answer: \_*c*\_ \_\_ \_\_ \_\_ (Slide 4)   1. Study the grammar 2. Practice the language in context. 3. Establish a meaningful context. 4. Apply the grammar to a new context |
| **Listening/Speaking Lesson** | 2. Future sets the context with a \_\_\_\_\_\_\_\_\_\_\_\_\_ lesson. (Slide 5)   1. listening/speaking 2. vocabulary 3. grammar   3. How are students exposed to the grammar point? (Slide 5)   1. They read it in a conversation. 2. They hear it used repeatedly in a conversation. 3. They study it in a chart.   4. After students demonstrate they understand the conversation, they practice the conversation’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_. (Slide 6)   1. grammar 2. vocabulary 3. intonation and pronunciation   5. Once students can repeat the conversation with ease, they create new conversations using new \_\_\_\_\_\_\_\_\_\_\_ . (Slide 6)   1. intonation 2. vocabulary 3. grammar |
| **The Grammar Lesson** | 6. The language in the grammar chart is \_\_\_\_\_\_\_\_\_\_\_\_\_\_ . (Slide 7)   1. all new 2. recycled from the unit opener 3. recycled from the conversation in the previous listening/speaking lesson   7. The exercises in the grammar lesson begin as controlled practice and they get progressively more \_\_\_\_\_\_\_\_\_\_. (Slide 7)   1. open ended 2. simple 3. easy   8. At the end of every Grammar Lesson, students demonstrate their mastery of the grammar point by \_\_\_\_\_\_\_\_\_\_\_\_ . (Slide 8)   1. taking a listening test 2. writing sentences 3. using it in new communicative context |
| **The Multilevel Communicative activity Book** | Note: ***The Multilevel Communicative Activity Book*** is available for free download from the Future Website: *FutureEnglishfor results.com*.  9. The MCA is designed for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . (Slide 9)   1. independent work 2. tutorials 3. group work   10. The left side of each lesson provides instructions for the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ . (Slide 9)   1. student 2. teacher 3. administrator   11. The right side of each lesson is to be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and distributed to students. (Slide 9)   1. torn out 2. photocopied |
| **The CD ROM** | 12. The CD ROM is designed for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ study. (Slide 10)   1. independent 2. classroom 3. group   13. What feedback tools does the CD ROM offer? (Slide 8)   1. Students can see the correct answers. 2. Students can check their work 3. Students can reset the activity and do it again from scratch. |
| **The Workbook** | 14. In the workbook, the grammar exercises are integrated with the unit \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_. (Slide 11)   1. goals 2. content 3. vocabulary   15. The workbook is designed for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ work. (Slide 10)   1. classroom 2. group 3. independent |

Answers: 1cbad; 2a; 3b; 4c; 5b; 6c; 7a; 8c; 9c; 10b;11b; 12a;13abc;14bc; 15c.