

# Unit 4: My future

## Overview of topic

Learners talk about their hopes and ambitions for the future:

*I want a big house. I'd like to be a teacher.*

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## Skills

### Speaking and listening

- Learners talk about their hopes, desires and ambitions (Sc/E1.1a, Sc/E1.1b, Sd/E1.1a, Sd/E1.1c).

### Reading, writing and phonics

- Recognise key and high-frequency words (Rw/E1.1a).
- Focus on initial consonants in key words (Rw/E1.2a, Ww/E1.1b).
- Read and write a simple sentence using correct punctuation (Rt/E1.1a, Rs/E1.1a, Ws/E1.1a, Ws/E1.3a).
- Form letters accurately (Ww/E1.2a).
- Spell correctly personal key words (Ww/E1.1a).

## Language points

- Structure *I want/I'd like + to + infinitive* or *I want/I'd like + noun phrase*.

## Materials

### Activity 1

Resource 1.4.1A (blank flower petals with centre), 1.4.1B (pizza slices) or motif of your choice.  
Scissors, glue, sticky tape as required.

### Activity 3

Blank cards.

Resource 1.4.2 (Word cards).

Resource 1.4.3 (Writing frame).

### Activity 4

Post-its.

## Activity 1

### My hopes (speaking and listening)

- Before the class, assemble a flower, pizza or similar motif using Resource 1.4.1A or B and draw something on each petal/slice to represent one of your own hopes or ambitions for the future. (These could range from 'serious' ambitions like a drawing representing more friends to more trivial things like a pet cat.) Show the learners your flower/pizza and ask them to guess what each drawing represents. Mime or use translation to ensure learners realise you are talking about future hopes and ambitions. Ask concept check questions e.g. *Is this true now? (No.) Do I want this for my life? (Yes.)*
- Say your hope/ambition in a full sentence e.g. *I want to move house.*
- Now give the learner blank flowers or pizza templates (these can be pre-assembled, or separate petals/pizza slices so that learners build their own) and ask them to make their own drawings on each petal/pizza slice.
- When they are ready ask them to work in pairs to guess what each other's drawings represent.
- As they do this, walk around and (secretly) note down a few things they mention that begin with consonants, along with the name of the learner who mentioned it (e.g. *a car - Alina/to be a hairdresser - Rashid*).

#### Differentiation

- Flowers and pizza slices are popular motifs for this type of activity. If these are not suitable for your group, use a different motif. For example, see the sun template in Topic 3, Unit 2.
- Start by just giving out a few petals/pizza slices to each learner and give out extra as required depending on level.

## Activity 2

### Matching people to hopes (listening)

- Draw (or stick) images of 3 people on the left of board with names underneath and images of things they'd like to do on the right of page (e.g. a bike, a teacher, a cat), but not next to the person they relate to.
- Read a script, for example: 'a) *I'm Anna. I want to ride a bike.* b) *I'm Mohamed. I'd like to be a teacher.* c) *I'm Fatima. I want to get a cat.'*
- Ask learners to match the person to the image.
- Read again then ask learners to come to the front and draw a line between them.

## Activity 3

### My hopes guessing game (speaking, reading, phonics)

- Write a selection of learner names you noted down, plus the initial consonants of the things they wanted/their ambitions. N.B. it should not be obvious which consonant belongs with which learner.
- Ask learners to guess the words ('a cake/a cat?'). Tell learners not shout out the correct answer too quickly (if they know it from the last activity) and then guess who in the group said this.
- After a few guesses, elicit and drill some full sentences then elicit/reveal the true answer e.g. learners draw lines on the board linking the names with each ambition.
- Draw attention to a few initial consonant sounds and letter correspondences as appropriate.
- Work together to reassemble the text on the board.

#### Differentiation

- Drill learners' names and use name cards to ensure they can all recognise each other's names.
- Some learners may not say accurate sentences e.g. *I want be doctor*: accept this while encouraging others to use longer, more accurate sentences.

## Activity 4

### Language focus (reading and writing)

- Now write up a couple of example sentences from the learners using 'want + noun phrase' and 'want + to + infinitive + noun phrase or adjective', e.g. *Alina wants a car/Rashid wants to be a hairdresser / rich*.
- Chunk these using vertical lines:
  - *Alina wants* | *a car.*
  - *Rashid wants* | *to be* | *a hairdresser.*
- Elicit and write up a few more examples that fit both types of structure

#### Extension activity

- For learners with higher level skills, write up another example of each using *I'd like / I'd like to*. Explain the difference in meaning (*I'd like* is more 'polite'/weaker/shows social distance). Get learners to repeat/drill as appropriate. Explain it is the short form for 'would like' if appropriate.
- Give each pair some blank cards. Ask them to write (or scribe for them) two or three things they would like/want/hope onto separate bank cards - single words only.
- Now give each pair some of the word cards in Resource 1.4.2 or a complete set according to level. Say one at random and ask them to hold it up. Ask them to work together to arrange these cards, plus the ones they have written, into true sentences about themselves or their partner. Monitor, support and check.
- Now hand out Resource 1.4.3 (Writing frame) and ask learners to complete the sentences so that they are true for themselves.
- In whole class, ask one or two learners to give their answers. Then see if anyone can report back about their partner: e.g. *Ali wants to get married*.

#### Differentiation/extension:

- Stronger learners can write more sentences, giving reasons for their choices.
- Prepare model sentence structures on cards for those who find reading from the board difficult.

## Activity 5

### Flower/Pizza guessing game (writing and reading)

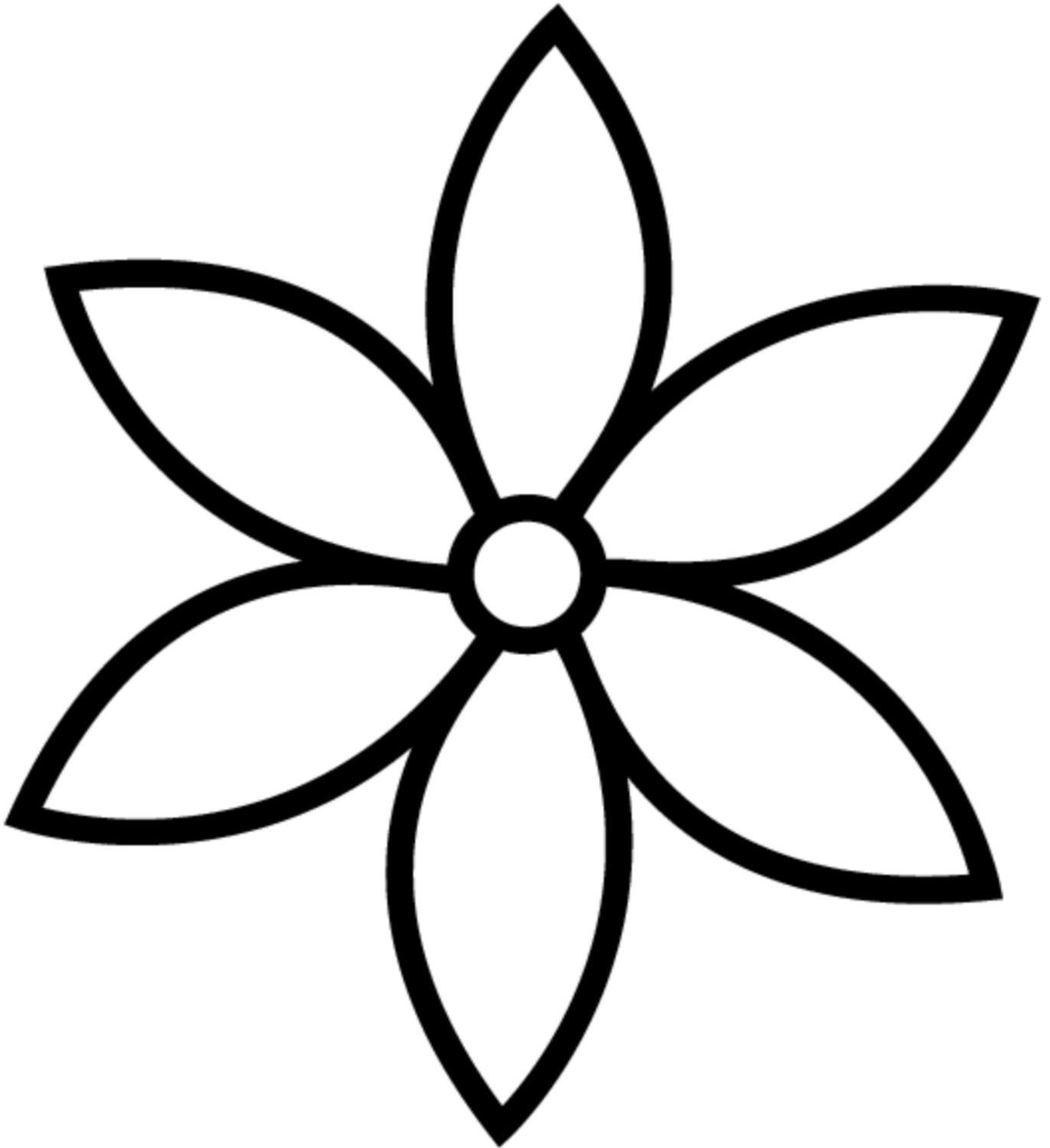
- Ask learners to turn their flower petals/pizza slices over to the blank side and write key words or complete sentences onto the petals that match the original drawings they did. Monitor and help.
- When the flowers/pizzas are complete, pin them up around the classroom.
- Ask learners to walk around the class with their partner, look at/read the flowers/pizzas, and say the name of the person whose flower/pizza they think it is. If learners know and can write each other's names, they can or write the name on a post it and stick these under the flower/pizza.
- Check and feedback, eliciting further examples in the 3rd person, e.g. *Ali wants to get married.*

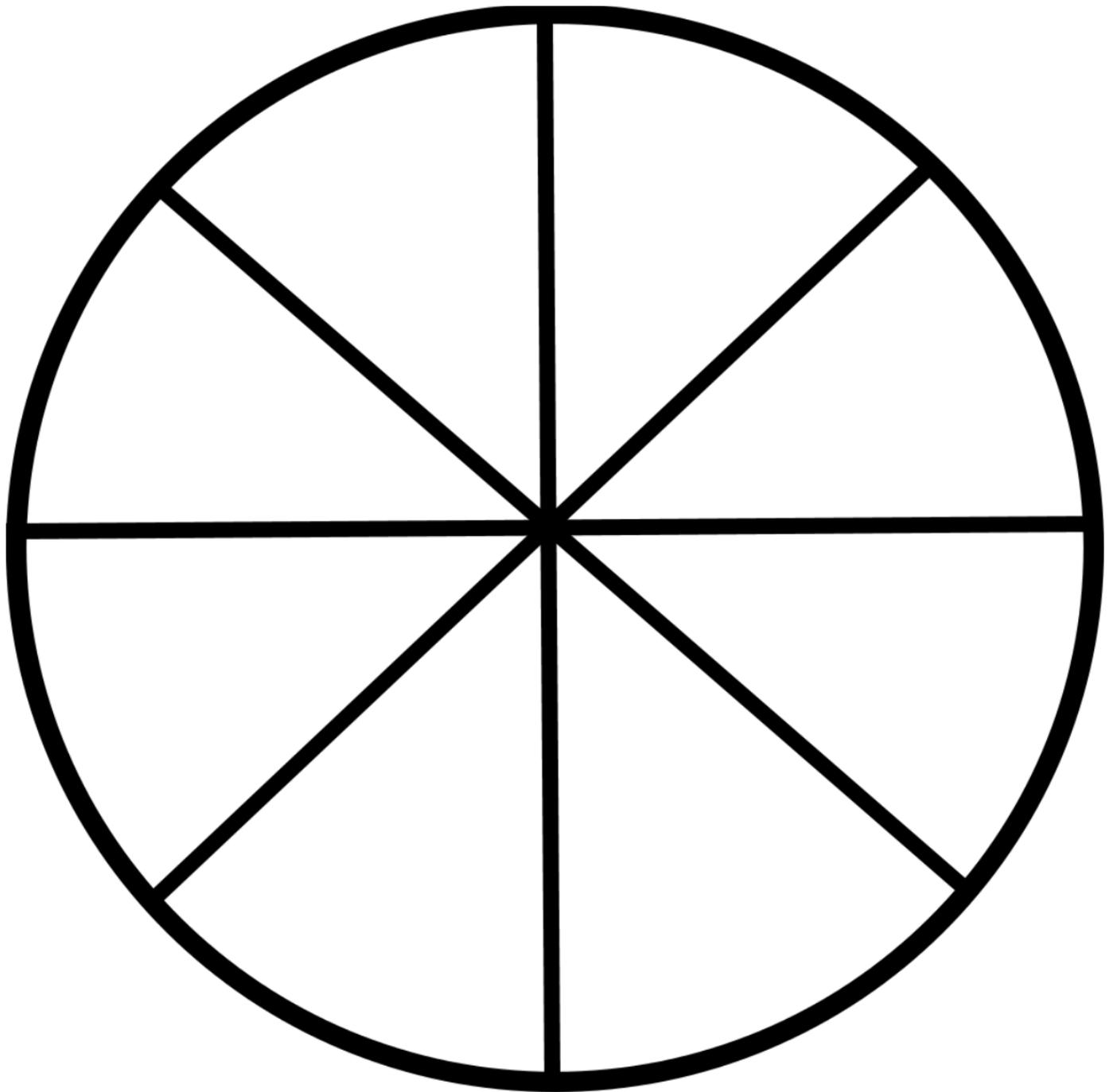
#### Differentiation/extension

- Offer extra petals/pizza slices as appropriate for learners who want to write more.
- Stronger learners can scribe for weaker learners, perhaps converting their sentences to 3rd person singular.
- In small groups, give learners someone else's flower/ pizza for learners to guess their hopes and write full sentences using the third person.
- Introduce some extra vocabulary to do with study, work and social life, as appropriate to your learners, e.g. *lawyer, musician, make lots of friends, have a big family, get married, etc.*
- Identify words for handwriting and/or spelling practice for individual learners.

### Follow up ideas

- If you have already talked about learners' past and present lives, use the *Reflect for ESOL* river activity (downloadable from <https://www.skillsforlifeforlifenetwork.com/article/reflect-for-esol-resource-pack/964> - section 4.1). Learners draw a river and use it to show their life flowing from past to future. They can use pictures or words or both to label and illustrate this, and can work individually, in pairs, or on one joint river.
- Ask learners to arrange their ambitions and hopes onto a time-line. Introduce some time related vocabulary (e.g. *today/tomorrow/ next week/month/year/in five years' time*) and try to estimate when they will achieve each item. (An individual, pair, group or whole class task).
- Learners could also collate/rewrite sentences from each of the classes in Topic 1 to form a short text, e.g. *I live in Peckham now. Yasmin is my best friend. I'd like to be a chef.*
- Keep a note of what learners say in this session as this can provide material for future learning.





<b>I want</b>	<b>an</b>	
<b>to</b>	<b>be</b>	
<b>I'd like</b>	<b>get</b>	
<b>a</b>	<b>have</b>	

<p>I want .....</p>	<p>I want to .....</p>	<p>I'd like .....</p>	<p>I'd like to .....</p>
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