**Things I want to do: language for talking about personal goals in prison**

Topic: Talking about the things you want to do in future

Level: Entry 2 to 3 / National 3 to 4 / CEFR A2 to B1

Time: 90 minutes

Aims

* To introduce learners to verb patterns *want to / would like to / hope to / am going to* and other expressions to talk about their hopes for the future
* To encourage learners to think about realistic educational, vocational, health and personal goals.

**Objectives**

**Learners will be able to**:

* read a simple text of a prisoner talking about their future
* explain their hopes for the future using an appropriate verb
* write a simple text about their own future.

Introduction

This lesson focuses on language learners can use to talk about their plans for the future. It is also a great opportunity for you to raise their awareness of various activities and schemes their prison has to offer as well as getting them thinking about progression.

Preparing for the lesson

Before the lesson, familiarise yourself with what your prison has to offer to your learners in terms of education, jobs, healthcare and counselling.

* What courses does it run?
* What kind of jobs can prisoners get and what level of English do they need?
* What exercise classes are there?
* Healthcare clinics? Counselling?

If possible, collect some leaflets or posters on a range of activities and schemes your prison runs.

There are two teachers’ packs related to this topic: **Work and studying in prison** and **Looking for work outside the prison**.

You also need to think of three or four personal goals of your own that you are happy to share with the class.

**Preparation**

You will need:

* a whiteboard or flipchart
* a buzzer, squeaky toy or something that makes a funny sound (optional)
* highlighter pens – one per learner (optional)
* **Resource 1** – one copy per learner
* **Resource 2** – one copy per learner
* leaflets and posters for courses, job schemes, health schemes in your prison ***or*** **Resource 3** cut up into strips
* a soft toy, beach ball or scrunched up piece of paper

**Procedure**

Warmer (20 minutes)

The aim of the warmer is to check everyone is familiar with some common verbs they might need for the session and understands the word ‘verb’. It also exposes the learners to the lesson’s target language.

* As learners come into the room, sit them in mixed ability groups.
* Write up (or display) the words with missing letters (as shown in the box below) on the whiteboard/ large flipchart. Point to *st \_ dy* and elicit the missing letter. Explain that the words are all things you do.

|  |  |  |  |
| --- | --- | --- | --- |
| *pas \_* | *l \_ se* | *m \_ ke* | *g \_ t* |
| *g \_ ve up* | *le \_ rn* | *st \_ dy* | *ach \_ eve* |
| *vol \_ nteer* | *st \_ rt* | *impr \_ ve* | *re \_ d* |
| *pr \_ ctise* | *foll \_ w* | *bec \_ me* | *f \_ nd* |

* Give the learners a minute to look at the other words and discuss with a partner what the missing letter could be.
* Ask a few volunteers to come to the board and fill in the gaps.
* Check as a whole group. Accept any reasonable suggestions (e.g. *g \_ t* could be *got*) but make sure all the verbs below are written on the board at the end of the activity; *pass, lose, make, get, give up, learn, study, achieve, volunteer, start, improve, read, practise, follow, become* and *find.*
* Check the meaning of verbs that are potentially new to your group such as ‘volunteer’ and ‘achieve’. Ask learners if they know what kind of words these are (i.e. verbs) and to give you other examples.
* Read the example sentence from the box below. Where there is a gap, make a noise with a buzzer or squeaky toy, or just make a funny noise (e.g. a whistle)! Ask learners which word from the board was missing from the sentence.
* Learners work in pairs or small groups. One learner from each group must be the writer and write 1-8 down the side of a page. Read the rest of the sentences aloud. The group must decide which word from the board fits in the gap and write it down (the verb only – not the whole sentence).
* At the end, learners can swap papers and mark another group’s answers, or mark their own, as you go through the answers as a class. To make it more fun, you can offer a prize for the team with the most points.

|  |  |  |
| --- | --- | --- |
|  | **Read these sentences aloud** | **Missing words** |
| *Example* | *I’ve got my exam next week. I’m sure I’m going to ................... .* | *pass* |
| *1* | *I need to .................... my spelling every day if I want to improve.* | *practise* |
| *2* | *She wants to ......................... ............. smoking.* | *give up* |
| *3* | *I hope to .................. a job in the gym. I’ve already filled in the app.* | *get* |
| *4* | *I want to ............................ my Maths. I think I’m going to join a Maths class.* | *improve* |
| *5* | *I’m going to .................... two books a month.* | *read* |
| *6* | *If you want more information, please ..................... Tom on 07978 654321* | *contact* |
| *7* | *I’d like to ................................... as a mentor. You don’t get paid for it, but it’s really good work experience.* | *volunteer* |
| *8* | *He works hard and he hopes to ....................... a lot.* | *achieve* |

**Differentiation**

* For E2/N3, rub out the extra words so only the eight answers remain on the whiteboard. This narrows down the options and makes the task more achievable.
* For more confident E3/N4 learners, change the sentences above so that your learners have to change the verb to the appropriate verb form, e.g. She’s just *given* up smoking.
* For mixed E2/E3 classes, use as described but seat learners in mixed pairs or groups for peer support.

Activity 1 – Assessing prior knowledge and finding out about your learners (5 minutes)

* Tell the learners 3 or 4 of your personal goals - things you would like to do in future. Make sure you use the target language and that your goals are appropriate for your audience.
* Ask the learners to tell their partner one thing that they would like to do in the next year.
* Monitor unobtrusively but assist any pairs who are not talking. If learners have no ideas or are reluctant to share their goals, ask them if they share any of your goals / their partner’s goals and why or why not. Don’t worry too much if some learners have no ideas. The purpose of this stage is to find out who does and doesn’t already have ambitions as well as giving you an idea of their language awareness.
* Invite learners to feedback to the class.
* Don’t correct language at this stage.

Activity 2 **– Reading and guided discovery of target language (10 minutes)**

* Distribute **resource 1**, folded under where indicated.
* Ask learners to read **resource 1** quickly and see if they want the same things as any of the people in the four texts.
* Give each learner a highlighter. Learners read the texts again and look for the phrases that are underlined. They must highlight (or circle, if highlighters are unavailable) the verb that comes after each phrase. Once they have done this, they should unfold the page and complete the activity at the bottom.
* Give learners five minutes to do this, then go through answers as a class and drill examples of the target language.

**Differentiation**

* E2/N3 learners should focus on Anisa and Eric’s texts only. Fold or cut the paper down the middle before giving it to learners.
* Ask E3/N4 learners who finish quickly if they can think of any other ways of expressing what they want to do in the future. Alternatively, ask them to re-write the target language to the third person, e.g. *He hopes to pass his exams...*

Activity **3 – Structured practice of verb patterns (15 minutes)**

* To assess whether learners have understood the target language, ask them to complete **resource 2**. Demonstrate this first by completing the first of each task on the whiteboard.
* Give the learners ten minutes, then ask them to check in pairs before going through the answers together. Alternatively have an answer sheet ready so learners can check their own work.

**Differentiation**

* Most learners will attempt Tasks 1 and 2. Lower-level learners should circle the correct verb form only (Task1), then copy selected sentences in their notebooks.
* For more confident learners, fold under (or cut off) the options in the box at the bottom before you give them the worksheet. Instruct them to use their own ideas to fill in the gaps in Task 2.

Activity 4 – Thinking about your goals (20 minutes)

This part of the lesson is a good opportunity for you to inform learners what’s available to them in their prison. If possible, bring in some information, in the form of leaflets, information sheets, timetables or posters from your prison.

If you have learners who will be leaving soon, it’s a good idea to bring some leaflets from organisations that support offenders on release, e.g. work schemes, community groups. Alternatively, if you don’t have access to these resources, use **resource 3,** cut up into strips.

* Pair up the learners. Give each pair a selection of the materials you have brought in and ask them to categorise them into 4 different groups: education, health, jobs and personal.
* Demonstrate by picking up a couple of leaflets, saying what each one is and saying which category you are placing it in, so learners understand what they need to do.
* Ask the learners to discuss in pairs if they are interested in any of the information. Is there anything they would like to try in future?
* Learners circulate and look at the information other pairs have categorised. They should walk round with their partner and again discuss anything they find interesting or anything they would like to try in the future.
* After a few minutes, ask the learners to share their thoughts with you. Now is the time to highlight any particular opportunities that would benefit your learners.

Activity 5 – Writing about your goals (15 minutes)

* Ask the learners to choose up to 4 goals and write sentences using the target language. Model this first on the whiteboard.
* Monitor and encourage learners to self-correct. Use this as an opportunity to assess learning.
* When finished, collect the sentences (or ask learners to copy them out again for you) so they can be used as a basis for discussion in tutorials.

Differentiation/ extension

* For E2/N3 learners, write on the whiteboard *I want to...I hope to...I’m going to...I’d like to...*Learners must finish the sentences in their own way on paper.
* Ask more confident E3/N4 learners to add the word *so* or *because* after each sentence and add a clause to explain why they want to achieve that goal, e.g. *I’d like to get a job in the library because it’s good experience.*
* Learners could write a short paragraph saying how they are going to achieve that goal, so they end up with a personalised piece of writing similar to the texts in **resource 1** (which could be used as models).

Cooler – The world’s most ambitious learner (5-10 minutes)

* Start this memory game by saying ‘*I want to pass my exam’*.
* Throw a soft toy / ball / scrunched up paper and encourage the learner who catches it to repeat what you said and add another idea, e.g. *‘I want to pass an exam and I’d like to get fit.*’ Indicate that the learner must throw the toy / ball to someone else who again must repeat his sentence and add another idea.
* This continues with the sentence getting longer and longer until you run out of time or can no longer remember the sequence!

**Answer key**

**Resource 1**

*(2) I want to get a job* and (*3) I’d like to be more confident*.

**Resource 2**

Task 1

1. *I hope* ***to pass*** *my Entry 3 Numeracy exam.*
2. *He’d like* ***to start*** *an Employability course because he wants* ***to improve*** *his interview skills.*
3. *He’s going* ***to join*** *the basketball club.*
4. *I’d like* ***to volunteer*** *as a ‘Toe by toe’ mentor so I can help other prisoners learn how to read.*
5. *My long term goal is* ***to become*** *a hairdresser so I’m going* ***to achieve*** *my NVQ Level 1 Hairdressing.*
6. *I’ve started counselling and my goal is* ***to learn*** *how to manage stress.*

Task 2

Accept any reasonable suggestions as answers to Task 2, as long as they are grammatically correct, e.g.

1. I hope ***to get*** a job in the textiles workshop because I want ***to learn*** how to sew. I think it’ll be a really useful skill to have.
2. I’m going ***to improve*** my reading because my short-term goal is ***to pass*** my Entry 3 writing exam. Eventually, I’d like ***to study*** with the Open University.
3. I’d love ***to lose*** weight and get fit so I’m going ***to join*** the football club.

**Resource 1**

**Daniel**

I’m looking forward to my release in 8 months’ time. I’ve been working in the kitchens here. I’ve achieved an NVQ in Food Preparation and Cooking and I want to get a job as a chef when I leave. I’ve heard about this charity that helps you find a job in catering when you get out. I’m going to contact them and this time next year, I’d like to have a job in a restaurant or cafe somewhere.

**Anisa**

I’ve got another 4 years to do and I’m going to make the most of it. I’ve already passed my Entry 1 and 2 ESOL exams and I hope to pass my Entry 3 exams this year. My short-term goal is to learn 10 new spellings a week because this is something I find difficult. In the long term, I want to get my Level 1 and then volunteer as a mentor.



**Eric**

I’m quite a shy person and I feel nervous in new situations. I’d like to be more confident when talking to people. My first step is to say hello to people when I come to class.

**Valeria**

I’m trying to get fit. I’ve started going to the gym and the instructor gave me a training programme to follow. I hope to lose 3 kilos in the next month and I also want to give up smoking. I’m starting the smoking cessation programme next week.

...........................................................................................................................Fold under

Which is correct?

* (1) I want get a job.
* (2) I want to get a job.
* (3) I want getting a job.

Which is correct?

* (1) I’d like be more confident.
* (2) I’d like being more confident.
* (3) I’d like to be more confident.

**Resource 2**

Task 1

Read the sentences and look at the words in **bold**. Circle the correct answer.

1. I hope **pass / to pass / passing** my Entry 3 Numeracy exam.
2. He’d like **to start / starts / starting** an Employability course because he wants **to improve / improves** his interview skills.
3. He’s going **to join / to joins / to joining** the basketball club.
4. I’d like **volunteering / to volunteer / to volunteering** as a ‘Toe by toe’ mentor so I can help other prisoners learn how to read.
5. My long term goal is **to becoming / to become / become** a hairdresser so I’m going **achieve / achieved / to achieve** my NVQ Level 1 Hairdressing.
6. I’ve started counselling and my goal is **to learning / to learn** how to manage stress.

Task 2

Fill in each gap to make good sentences. Use your own ideas or the words in the box to help you. Remember to choose the correct verb form.

1. I hope ......................... a job in the textiles workshop because I want ................... how to sew. I think it’ll be a really useful skill to have.
2. I’m going ................................ my reading because my short-term goal is .......................................... my Entry 3 writing exam. Eventually, I’d like ....................... with the Open University.
3. I’d love ......................... weight and get fit so I’m going ........................ the football club.

Fold under.......................................................................................................................

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| --- |
| to learn joins getting learn losing practise  to practise practising to get to join passing to study  studies lose to pass joining to lose |

**Resource 3** – This resource can be tailored to your learners to include opportunities that are relevant and available to them.

✂ Cut up into strips

|  |
| --- |
| achieve an ICT certificate |
| pass my Entry 3 ESOL exams |
| improve my writing |
| read one book a week |
| stop smoking |
| stay off drugs |
| eat more healthily |
| start weight training |
| get my Food Hygiene certificate |

|  |
| --- |
| get a job in the laundry |
| achieve an NVQ in Hairdressing |
| write my CV |
| start a ‘Healthy relationships’ programme so I can get on better with my family |
| become less anxious |
| start a new hobby |
| make new friends |
| *Add your own ideas here* |
| *Add your own ideas here* |
| *Add your own ideas here* |