

## TOPIC 5: WHAT'S IMPORTANT TO ME

# Unit 4: What next?

### Overview of topic

Learners talk about their lives, experiences and plans for the future.

*I came to the UK in .... I'm a cleaner. Next year I want to go to college.*

### Skills

#### Speaking and listening

- Give personal and factual information about the past, present and future (Sc/E1.1a, Sc/E1.1b, Sc/E1.4a, Lr/E1.2b).

#### Reading, writing and phonics

- Read and decode simple, familiar words and distinguish between /ɪ/ in *with*, *children* and *visit* and / a / in *drive* and *library* (Rw/E1.1a, Rw/E1.2a, Rw/E1.3a).
- Write and spell correctly some familiar and key words (Ww/E1.1a, Ww/E1.1b, Ww/E1.1c).
- Read and write years (Rw/E1.3b, Ww/E1.2b).
- Read, understand and write a simple sentence linked to the topic (Rs/E1.1a, Ws/E1.1a).

### Language points

- Vocabulary relating to rivers, e.g. *island*, *waterfall*, *rock*.
- Noun/verb collocations: *drive a car*, *use a computer*.
- Time phrases: *next year*, *in two years' time*, *in the future* ...
- Structures: past simple, e.g. *I came to England in 2005*; present simple (now), e.g. *I work in a shop*; (future hopes/plans) e.g. *I want + to + infinitive + verb/noun*; (*I'd like + to ...*).

### Materials

#### Activity 1

Image(s) of a river. Flipchart paper and coloured pens.

Resource 5.4.1 (Image cards) – and 5.4.2 (Word cards) enlarged and projected, and print and cut up one set per pair of learners.

Photos of you at different stages in your life.

Resource 5.4.3 (Year cards) - print and cut up one set for each group, laminate if possible. Adapt to suit your learners.

Resource 5.4.4 (Time phrases). Blank word cards and/or sticky notes.

#### Activity 2

Resource 5.4.3 (Year cards adapted to reflect your life) and Resource 5.4.4 (Time phrases).

Resource 5.4.5 (Key words and images) – enlarged and projected, and printed with words and pictures cut up: one set per pair of learners.

#### Activity 3

Flipchart paper and pens. Sticky notes.

Resource 5.4.6 (Sentence stems) – print and cut up one set per learner. Resource 5.4.7 (Verb/noun collocations) – print as a handout and also cut up words, one set per pair of learners.

#### Activity 4

Resource 5.4.8 (Writing frame).

**N.B.** This unit is based on the *Reflect ESOL* approach, using the tool of a 'river', an image used to map life experiences and skills that can help learners to reflect on their lives and what they want to do in the future. You can find information and download the resource pack from...

<https://www.skillsforlifeforwork.com/article/reflect-for-esol-resource-pack/964>

**N.B.** This lesson may be best done over two sessions.

## Activity 1

### Reflect river preparation (speaking and listening)

- First, show learners an image of a river. Elicit the names of any rivers they know and establish that a river has a beginning, middle and end. Explain that they are going to draw a river to show important events in their lives – past, present and future. (Use shared languages and translation to support your explanation.) Now, using yourself as a model, draw an outline of a river on the board (or flipchart paper) and include features such as *islands, boats, waterfalls* and *rocks* to illustrate periods or events in your life.
- Elicit key 'river' vocabulary if possible and check understanding using Resource 5.4.1 (Image cards) and 5.4.2 (Word cards).
- Mark a few key dates/events on your river (past, present and future) – either using sticky notes or writing in the year and drawing a picture - e.g. when you left school, when you got your first job, when you had a baby, your current job and a future hope or plan.
- Tell learners a little about each event as you write it up using mime/gesture, images, photos, shared languages or translation apps. Use/recap the past simple, e.g. *I left school in 1989* for past events and concept check. Use the present simple for current job, e.g. *Now I'm a teacher* and use *I want to ...* to talk about future hopes/plans.
- Focus on the years and use Resource 5.4.3 to drill them. Focus on the way we say them, i.e. *nineteen ninety-five* (which is not necessarily the same in other languages).
- Introduce the time phrases (Resource 5.4.4), drill and check understanding, e.g. by using a timeline of your life with relevant dates/events.
- Hand out the year cards (Resource 5.4.3), one per pair of learners. Say each one in turn and ask learners to hold up the correct card. Learners practise saying the years in pairs.
- Give each learner some blank cards or sticky notes and ask them to write in important years in their lives, including a future year. They can stick these on their rivers later.

#### Differentiation/extension activities

- Higher level learners can use *I'd like to ...* Instead of *I want to ...* Recap or introduce.
- Some learners can use Resource 5.4.1 and 5.4.2 for word-picture matching activities, pelmanism, writing and/or copying practice if they need more practice or the words are new to them.
- Some learners may not produce accurate sentences e.g. *1980 I UK*. Accept these as this is a communicative activity.
- Adjust the number of year words according to the level of the group – focus on essential key words for lower level learners.
- If appropriate, do not introduce the Time phrases (Resource 5.4.4).
- Ask each learner to say the year in which they came to the UK and write it down on a piece of card. The cards can be collected and used for a guessing game.
- For writing numbers practice, dictate some years for learners to write down.
- Some learners may need to practise copying numbers as well as saying them.
- Use a set of year cards to create a bingo game (Template 4).

## Activity 2

### Reflect river and future hopes (speaking, listening, reading and writing)

- Explain task to learners – they are going to draw their own rivers with past, present and future times and events. Ask them to think for a few moments about times and events to include in their river. These need to be examples they are happy to share with the group. After a few minutes, elicit ideas about what they are going to include.
- Recap what you said about yourself and your river – past, present and future plans/hopes. Point to the relevant year as you speak and check that learners understand. Focus on the future and give a few oral examples for yourself, e.g. *Next year/in 202? I want to buy a new computer.*
- Elicit an example from each learner about their future hopes. Prompt by using the year cards (Resource 5.4.3) or time phrases (Resource 5.4.4). Drill a model sentence, marking the stress, e.g. *Next year I want to learn to drive.*
- Ask learners to help you write it up on the board – elicit letters in each word by focusing on the sounds/spelling and note the *schwa* in *to*. If learners don't want to specify a time, suggest they use *in the future ...*
- Read the sentences together. Hold up images/ years and ask learners to say the relevant sentence and point to it.
- Display Resource 5.4.5, elicit what the image says then read the words together.
- Give each pair of learners a set of key words and images cards (Resource 5.4.5). Ask them to match the words to the cards and practise reading them to each other, making full sentences using *I want to ...*
- Hold up the word cards one at a time and practise reading them together. Focus on identifying syllables, the /ɪ/ in *with*, *children* and *visit*. Contrast this with the /aɪ/ sound in *drive* and *library*. Elicit other words learners know that follow these patterns and write them up on the board.

#### Differentiation/extension activities

- Some learners may say only a few sentences and make mistakes.
- Learners use the phrase *I'd like to* instead of *I want*. Check pronunciation and spelling. Clarify that *I'd* is a contraction, the same as *I would*, but is usually used in spoken English (refer back to Topic 1, Unit 4).
- Scribe cards with any other words/phrases learners want to use.

## Activity 3

### Drawing a *Reflect* river (speaking, listening and writing)

- Hand out a sheet of flipchart paper and pens to each learner/pair/group and ask them to draw a river, using yours as an example. Explain they can use pictures, words or both to label and illustrate their rivers. They can work individually, in pairs, or on one big shared river. Ask them to write key dates and write or draw the events, including at least one hope or plan for the future. N.B. If learners are working in pairs or a small group on the same river, they will need to use different colour pens and/or sticky notes.
- While learners are working on their rivers, monitor and support as required. Some learners may need a great deal of support. Encourage them to illustrate their rivers with pictures. Write words that learners ask for on pieces of card for them to copy, if possible.
- When learners have finished, stick the flipchart sheets on the wall and ask them to walk around and look at all the rivers. Learners can take photos if they wish and if others give permission.
- Ask learners to share their stories/rivers with the whole group (as long as they feel comfortable doing so). Focus on fluency and encourage them to use whatever language they can and to ask each other questions.
- Feedback and note common links in their stories, and how far they have progressed since they came to the UK.

#### Differentiation

- Learners who finish quickly can help others with writing or spelling.
- Identify words for future spelling practice.
- Use shared languages for support, or translation apps.

## Activity 4

### Forming sentences (reading and writing)

- Ask each learner to make one statement about a future hope or plan using *I want ....*
- Hand out the sentence stems (Resource 5.4.6) and ask learners to write sentences about their future hopes/plans, using the picture/word cards from Resource 5.4.5 for support.
- Use Resource 5.4.7 for one or more of the following reading/writing activities:
  - reading and phonics practice (focus on the initial, medial or final graphemes)
  - collocation practice - encourage learners to use the colour coding to help them (red for verbs, purple for nouns or complements).
  - matching the images (in Resource 5.4.5) to the words
  - single word copying and handwriting practice.

#### Differentiation

- For learners who may not manage to write sentences using Resource 5.4.6, focus on word level activities.
- Provide blank cards for any additional verbs and nouns learners want to read or write.
- Use some of the words for spelling practice.
- Encourage learners to record personal, key words in a vocabulary/spelling book.
- Higher level learners can use the phrases in Resource 5.4.4 and the writing frame (Resource 5.4.8) to write some sentences about their future hopes/ambitions.

## Additional Differentiation/extension activities:

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- For learners working at single word level, encourage them to use the *Look, Say, Cover, Write, Check* sheets (Template 3) for words that are important for them.
- Choose a few key words from the session. Write them on the board with the letters in the wrong order. Ask learners to put the letters into the correct order to make the word. This could be done as a team game.

## Follow up ideas

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- Encourage learners to use the internet (or their smart phones) to find out about things that they would be interested in doing in the future, including ESOL and vocational courses.
- Learners could practise writing a short, simple email enquiring about something they are interested in doing, e.g.

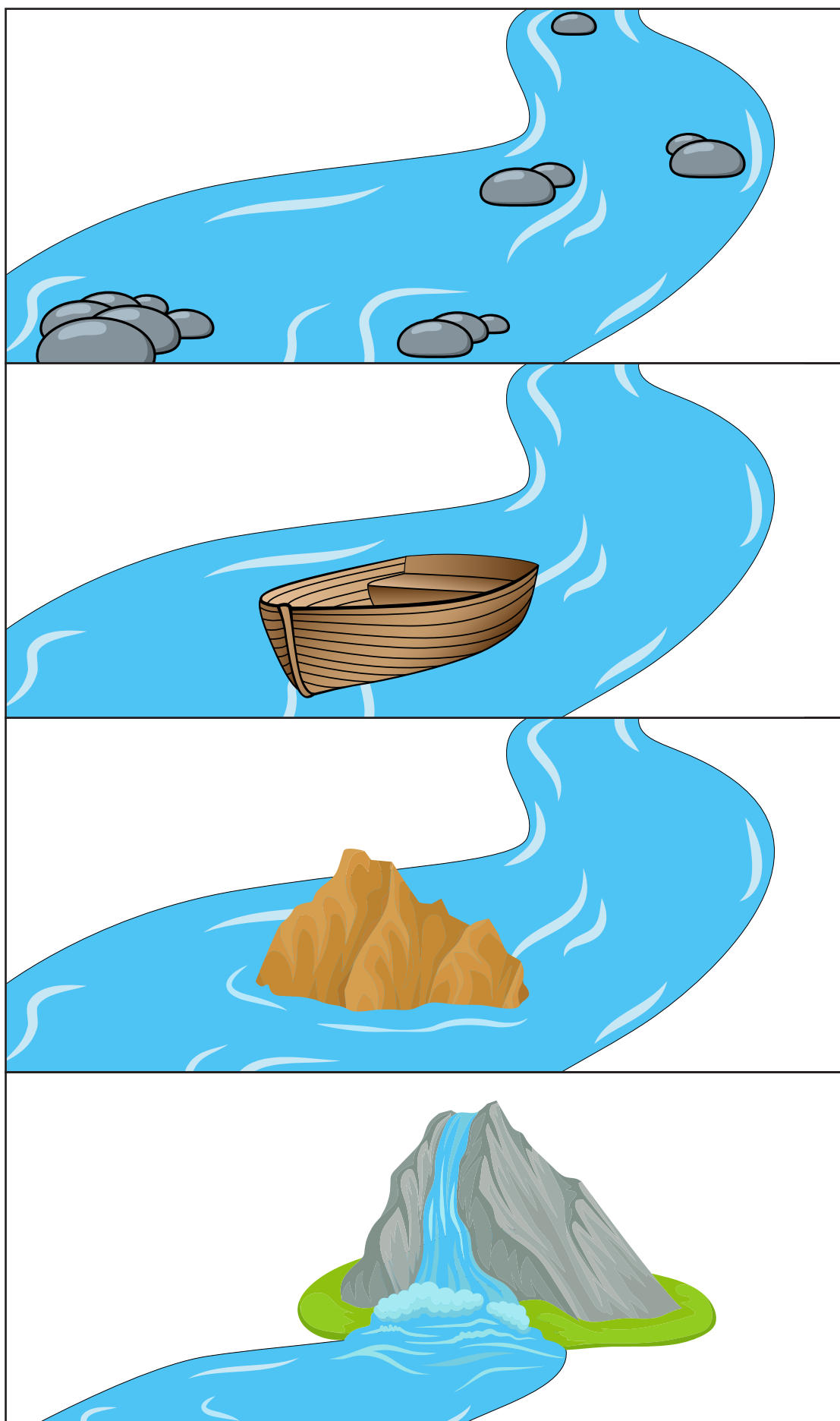
*Dear .....*

*I want to study ..... Please could you send me some information.*

*Thank you.*

*.....*

- Learners could do an internet search to find information about something they are interested in doing.
- Recap/develop questions to ask about past, present and future plans.
- Ask an employer/vocational teacher to come and talk to the class using simple language, objects and photos. Before the talk, learners should prepare questions to ask him/ her. Focus on employment choices and current jobs, especially ones students are interested in.



island

rock

boat

waterfall

1975

1989

1995

2001



2010

2017

2024

2035

**soon**

**next year**

**in the future**

**in three months' time**

**in five years' time**



**use a computer**



**learn to drive**



**speak English well**



go to college



work with children



visit a library

<p>Next week I want to .....</p>					
<p>In ..... I want to .....</p>					
<p>Next year I want to .....</p>					
<p>In the future I want to .....</p>					

<p><b>use</b> use</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p><b>a computer</b> a computer</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p><b>speak</b> speak</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p><b>work with</b> work with</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p><b>children</b> children</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p><b>learn</b> learn</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p><b>to drive</b> to drive</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p><b>a book</b> a book</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p><b>read</b> read</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p><b>English well</b> English well</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p><b>visit</b> visit</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p><b>a library</b> a library</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

**My name is** .....

**At the moment I** .....

.....

**In three months' time I want to** .....

.....

.....

**Next year I want to** .....

.....

**and** .....

.....

**In the future I** .....

.....

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