**The Future Life of a Student**

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| Instructor | Brandon Fultz |
| Class/Level | Beginner ESL Class, Early College or Early High School level, Teenage to Adult Learners. |
| Time | 60 Minutes  |
| Topic | Your life in the future. |
| Skill(s) in Focus  | Speaking: Discussing with fellow students what they want for themselves in the futureGrammar: Expressing things in future tense, using want or would like forms to discuss wantsWriting: Putting their ideas on paper using the proper tense |
| Goal(s)  | Students should be able to properly speak and write about what they want to do in the future, dream job, ideal life, etc. Students should be able to express life goals using the future tenseStudents should be able to express desires using simple forms (I want to be, I would like to be, etc.) |
| Objectives  | By the end of the lesson students will be able to:1. Express life goals, future dreams or desires using future tense in written form
2. Express life goals, future dreams or desires using future tense in spoken form
3. Understand the difference between will and want in terms of the future

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| Materials  | PaperWriting Utensil |

**Class Description**

**Warm-up (10-15 minutes)**

*Participation Framework: Whole Class*

*Objective # N/A*

1. T will introduce today’s topic as discussing the future using the whiteboard with example sentences and past vocabulary that is focused on occupations (Ex. Doctor, Lawyer, Teacher), T will show Ss how to form sentences using future tense. (Ex. The man will be a lawyer.)
2. T will ask Ss to form sample sentences and speak them aloud to the class, going around the room.
3. T will move onto next topic, discussing wants. Using the whiteboard, T will explain to students how to express desires. (Ex. I want to be a teacher, or I would like to have a two-story house.)
4. T will call on individual Ss to express a desire for the future.
5. Teacher will explain the difference between the two using the whiteboard.
6. T will check to see if Ss have any questions.

**Pair Work PT. 1 (10 minutes)**

*Participation Framework: In pairs*

*Objective #2, 3*

1. T will pair Ss up.
2. T will instruct students to take turns making sentences using past vocabulary that fits the framework for future desires.
3. One student will make a sentence using want/will, and the other student must change the sentence into the other form. Ss will swap roles.
4. T will walk around the room, helping Ss and correcting mistakes if necessary.

**Pair Work PT. 2 (15 minutes)**

*Participation Framework: in pairs*

*Objective: 1-3*

1. After ten minutes, T will ask Ss to write down fake future dreams, writing some guiding sentences on the board. (Ex. In the future, I want to be a \_\_\_\_, and have a house with \_ floors. I do/don’t want to be married. I will have \_\_ children, etc.)
2. Ss will take turns informing their partners of their made-up life goals.
3. After ten minutes, T will ask Ss to share an example from their partner with the class.
4. After everyone has gone T will address any questions Ss have.

**Writing (10 minutes)**

*Participation framework: Individual.*

*Objective# 1-4*

1. T will ask Ss to write a quick summary of their own dream, or things they want for themselves in the future. The focus will be on life after graduation, including dream jobs, etc. This will be graded on accuracy of forms.
2. Ss will write the paper while T helps Ss who need it.
3. When finished, Ss will turn paper in for grading.

**Wrap-up (Rest of class, 5-10 minutes)**

*Participation framework: Whole class*

*Objective# N/A*

1. Teacher will review the forms and future tense one last time, going over each separately and quickly.
2. Teacher will ask if Ss have any questions.