

Plans for retirement – lesson plan

Plans for retirement**Topic:** Future plans**Level:** SfL Level 1**Time:** 60 minutes**Aims**

- To develop students' ability to listen for specific information
- To give practice of Future Perfect Simple
- To give practice of talking about future plans

Introduction

This lesson is about future plans. It provides students with listening practise by watching a video, practice of Future Perfect and speaking practice of discussing future plans.

The video can be accessed at <http://esol.britishcouncil.org/content/learners/grammar-and-vocabulary/grammar-lessons/plans-retirement-future-tenses>

Before the lesson:

Open the video using the above link.

Make 1 copy of the worksheets for each learner.

Bring a world map to the lesson or, if you have an interactive whiteboard or projector, find a digital version to show to learners.

Procedure**Warmer - discussion about retirement (8 mins)**

- Introduce the topic by writing *retire* on the board. Elicit the part of speech (verb) and the meaning from learners. Elicit related words, particularly the noun - *retirement*.
- Try to ensure that learners are working with someone from a different country if possible.
- Ask learners to work together to discuss the questions.
- Monitor and provide support if necessary.
- Work as a whole class to share information about learners' countries and to check answers to questions 2 and 4.

Differentiation

- If learners are recently arrived in the UK, or know very little about retirement in the UK, ask them to only discuss questions 1 & 3.

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Task 1 – Anne’s retirement plans

- Tell learners they are going to a video of Anne, an ESOL teacher, talking about her retirement plans.
- Ask them to watch the video and choose the correct answer.
- Play the video again if necessary.
- Check answer as a whole class.

Differentiation

If learners have difficulty understanding Anne, they can read the transcript on page 5 of their worksheets while they are watching the video.

Task 2 – where has Anne been?

(5 mins)

- Ensure that learners are familiar with the places, particularly Central American and Scandinavia. Show them the places on a map if possible.
- Ask them to watch the video again and answer the questions.
- Play the video again if necessary.
- Check answers as a whole class.

Differentiation

If learners have difficulty understanding Anne, they can read the transcript on page 5 of their worksheets while they are watching the video.

Task 3 – put Anne’s sentences in order

- Tell learners to work alone to put the sentences in the correct order.
- If learners have questions about the grammar, explain that you will cover them in Task 4.
- Monitor and support learners.
- Put learners in pairs to check their answers.
- Play the video again so learners can check their answers.
- Direct learners to page... of their worksheet to check the answers with the transcript.

Differentiation

If learners can finding the activity difficult, you can give them the first 1 or 2 words of each sentence.

Task 4 – Grammar: Future Perfect (20 mins)**Part A:**

- Tell learners to look at the sentences which are from Task 3.
- Work as a whole class to discuss the questions, to revise the form and meaning of the Future Perfect.

Part B:

- Refer learners to the grammar box on page 2 of their worksheets.
- Tell learners to work alone to complete the practice exercise.
- Monitor and support learners as necessary.
- Ask learners to check their answers with a partner.
- Check the answers as a whole class, answering any questions that learners have.

Differentiation

If learners are finding the activity challenging, ask them to do just the first extract.

Cooler - talk about your career plans

- Put learners in pairs. Try to make sure that they are not working with the same partner as during the warmer.
- Ask them to tell each other about their future career plans using the times on their worksheet and the Future Perfect.
- Provide a model by telling them about some of your career plans.
- Refer them to the example conversation on their worksheet.
- Monitor to provide support and encourage conversations. Make a note of any common errors.
- Conduct whole class feedback of learners' ideas and deal with any questions or errors that arise.

Extension activities / Homework

- Direct learners to the links on page 3 of their worksheets.
- The first link provides learners with the opportunity to watch the video of Anne again and do some comprehension and language exercises.
- The second link provides extension for stronger learners who can practise Future Perfect and Future Continuous.

Transcript

Hello everyone. I've talked about retirement before, haven't I? That's because it's the next big step in my life. I'm going to retire next year. When I retire, aged sixty-two and a half, I'll have been working for forty years! Gosh, that's a long time, isn't it? I wonder how many students I'll have taught by then. Thousands I suppose. I've been saving money for a while so I hope that when I retire I'll have saved enough money to live comfortably in my retirement. I'll need some money because I don't plan to stop at home and watch TV. I've got travel plans. I've already visited Canada and the United States but I've never been to Central or South America, and I'd like to go there. I've travelled a lot in Europe but I haven't been to Scandinavia yet. I hope that when I get too old to travel any more I'll have visited every region in the world! I hope that's not too optimistic. Have you got any travel plans? Is there any place in the world that you'd really like to go to, and if there is, why not write and tell us about it?

Answers

Warmer

Q2 – there is no statutory retirement age in UK. People can continue working as long as they like. People can receive a state pension between 61 – 68 years, depending on when they were born and if they are male or female.

Q4 – suggested ideas include travel, voluntary work, looking after grandchildren, gardening.

Task 1

c – go travelling

Task 2

- | | |
|----------------------|---|
| a. Canada | √ |
| b. The United States | √ |
| c. Central America | x |
| d. South America | x |
| e. Scandinavia | x |

Task 3

1. *I'm going to retire next year.*
2. *I've travelled a lot in Europe.*
3. *I'll have saved enough money to live comfortably.*
4. *I wonder how many students I'll have taught.*
5. *I'll have visited every region in the world.*

Task 4

1. Next year I'm going to graduate with a degree in French and Spanish. By then I will have been (a) at university for 4 years. I will have spent (b) 4 years studying and I will have learnt (c) how to speak French and Spanish fluently.

2. My boss is retiring next year. He will have worked (d) at the college for twenty five years and he will have been (e) a manager for fifteen years. He will have trained (f) more than twenty new teachers.

3. My brother and sister-in-law are moving out of London soon. They will have lived (g) there for over ten years and they will have moved (h) house three times. My brother will have spent (i) ten years working in computer programming and my sister-in-law will have completed (j) her training in dentistry.