



HISPANO CHILENO EL PILAR SCHOOL

Learn, Undertake, Persevere

ENGLISH PROJECT – SENIOR STUDENTS

FUTURE ME: LIFE AFTER HIGH SCHOOL

Written Report + Oral Presentation

Subject: English Language

Teacher: Joseline Vergara Escobar

Work format: Pairs – partners assigned randomly

Written report: 2–3 pages

Oral presentation: 6–8 minutes per pair

Deadline: Wednesday, 9th September 2026

Imagine. Research. Plan. Communicate.

1. PROJECT PURPOSE

You are approaching the end of high school and preparing for an important new stage of your life. In this project, you and your partner will explore possible plans for your future, research careers, set personal goals, reflect on possible challenges, and communicate your ideas in English.

MAIN OBJECTIVE
To communicate ideas about future plans, careers, goals and challenges using English in written and oral form.

2. HOW THE PROJECT WILL BE ASSESSED

This project has two different evaluated products. Each product receives a separate mark.

Product	Format	Requirements	Mark
Written Report	Pair work	2–3 pages; complete all required sections	Separate mark /40
Oral Presentation	Pair work	6–8 minutes; both students must speak	Separate mark /40

3. PROJECT SITUATION

Imagine that it is the year 2036. Ten years have passed since you graduated from high school. You meet your partner again and talk about the paths your lives have taken.

- What did you study?
- Where do you live?
- What job do you have?
- Did your original plans change?
- What difficulties did you experience?
- What achievements are you proud of?

Your project should combine your real plans and interests with realistic imagined possibilities for the future.

4. STEP-BY-STEP PROJECT GUIDE

STEP 1 – Meet Your Partner and Plan

- Work with the partner assigned by the teacher.
- Read the complete project guide together.
- Discuss your interests, strengths, future plans and possible careers.
- Decide how you will divide responsibilities while ensuring equal participation.

STEP 2 – Write About Who You Are Today

- Introduce both students.
- Include name, age, interests, strengths, favorite subjects, hobbies or activities, and personal qualities.

STEP 3 – Explain Your Plans After High School

- Describe what each student would like to do after graduation.

- You may discuss university, technical education, work, travel, a gap year, the Armed Forces, entrepreneurship, studying abroad, or another realistic plan.
- Explain why each plan is important to you.

STEP 4 – Research One Career Per Student

- Each student researches one possible career or profession.
- Include responsibilities, required skills, education or training, at least two advantages, at least two challenges, and a personal reason for choosing it.

STEP 5 – Imagine Your Life in 2036

- Each student describes at least five aspects of future life.
- Possible aspects: career, job, city or country, home, family, travel, hobbies, achievements, lifestyle, and personal goals.

STEP 6 – Set Three Future Goals

- Each student writes three important future goals.
- For each goal explain: What is the goal? Why is it important? What will you do to achieve it?

STEP 7 – Identify Possible Challenges

- Discuss at least three challenges young people may experience after high school.
- Suggest a practical solution for each challenge.

STEP 8 – Give Advice to Future Senior Students

- Write five pieces of advice for students who will begin their final year of high school.
- Use expressions such as: You should..., You shouldn't..., You need to..., It is important to..., Try to..., Remember to...

STEP 9 – Write Your Final Reflection

- Write one shared reflection of approximately 100–120 words.
- Explain what you learned, similarities and differences between you and your partner, and one important goal you hope to achieve before age 30.

STEP 10 – Prepare and Rehearse the Oral Presentation

- Transform the written report into a visual presentation.
- Use keywords, images and short phrases—not complete paragraphs.
- Divide speaking time fairly.
- Practice pronunciation, fluency, eye contact and timing.
- Rehearse the full 6–8 minute presentation before presenting.

5. WRITTEN REPORT – REQUIRED SECTIONS

Section 1 – About Us Today

Introduce both students: name, age, interests, strengths, favorite subjects, activities and personal qualities.

Section 2 – Our Plans After High School

Explain what each student would like to do after graduation and why.

Section 3 – Career Research

Research one career per student: duties, skills, education/training, advantages, challenges and personal interest.

Section 4 – My Life in 2036

Each student describes at least five aspects of their imagined future life.

Section 5 – Three Important Goals

Each student identifies three goals and explains why they matter and how they will be achieved.

Section 6 – Possible Challenges

Discuss at least three possible challenges and one realistic solution for each.

Section 7 – Advice to Future Senior Students

Write five pieces of advice using appropriate modal expressions.

Section 8 – Our Reflection

Write a shared 100–120 word reflection.

6. LANGUAGE REQUIREMENTS

Structure	Example
Future with will	I will study engineering.
Be going to	I am going to apply to university.
Would like to	I would like to travel abroad.
Hope to	I hope to become a doctor.
Want to	I want to have my own business.
Present simple	A veterinarian takes care of animals.
Modal verbs	You should study regularly.
Because	I want to study nursing because I like helping people.

Suggested linking words: because, but, however, also, although, in addition, first, finally, for example, in my opinion.

7. WRITTEN REPORT FORMAT

- Length: approximately 2–3 pages.
- Submit one report per pair.
- Use clear headings for each required section.
- Use complete sentences and paragraphs.
- Check grammar, vocabulary, spelling and punctuation before submission.
- Present the work neatly and professionally.
- Both students must contribute equally.

8. ORAL PRESENTATION REQUIREMENTS

Presentation time: 6–8 minutes per pair. Both students must speak.

Suggested Speaking Organization

- Student A: Introduction, personal plans, career and future life.
- Student B: Personal plans, career, future life, challenges and advice.
- Both students: goals and final reflection.

Visual Support

You may use PowerPoint, Canva, Google Slides, a poster, images or an infographic.

- Use keywords, short phrases, pictures, dates, names and simple statistics.
- Do not copy complete paragraphs from the written report onto the slides.

- Keep the visual support clear, readable and relevant.

Important Oral Presentation Rule

COMMUNICATE — DO NOT READ
You may use brief notes or keywords.
You must not read the complete written report or a full script.
The goal is to communicate naturally and show that you understand what you are saying.

9. SUGGESTED SLIDE ORGANIZATION

1. Slide 1 – Future Me: Life After High School (title, names and image)
2. Slide 2 – Who Are We?
3. Slide 3 – Our Plans After High School
4. Slide 4 – Career: Student A
5. Slide 5 – Career: Student B
6. Slide 6 – Our Lives in 2036
7. Slide 7 – Challenges and Solutions
8. Slide 8 – Our Goals
9. Slide 9 – Advice to Future Students
10. Slide 10 – Final Reflection

10. PROJECT TIMELINE

Stage	What You Must Do
Class 1 – Introduction and Planning 26th August	Partner assignment; read instructions; discuss plans; choose careers; begin Sections 1 and 2.
Class 2 – Research and Writing 2nd September	Research careers; complete Section 3; begin Sections 4 and 5.
Class 3 – Writing Workshop 9th September	Finish Sections 4–8; check grammar, spelling and vocabulary; receive feedback.
Class 4 – Presentation Preparation 23rd September	Create visual support; divide speaking roles; prepare brief notes; practice pronunciation.
Class 5 – Rehearsal 30th Deadline	Practice the complete presentation; check time; improve fluency and pronunciation.
Classes 6 – Oral Presentations 7th October presentation	Pairs present their projects to the class.

RUBRIC 1 – WRITTEN REPORT

Future Me: Life After High School – Separate Mark

Student names: _____ Mark: _____

Criteria	4 – Excellent	3 – Good	2 – Developing	1 – Beginning	Score
Content & Completion	All required sections are complete, detailed and clearly developed.	Most sections are complete and adequately developed.	Some sections are incomplete or lack detail.	Many sections are missing or very limited.	___ /4
Organization & Coherence	Ideas are very well organized, logical and easy to follow.	Ideas are generally organized and understandable.	Organization is sometimes unclear or repetitive.	Ideas are poorly organized and difficult to follow.	___ /4
Grammar	Uses required grammar accurately with very few errors.	Some grammar errors, but meaning is always clear.	Frequent grammar errors sometimes affect understanding.	Many grammar errors seriously affect understanding.	___ /4
Vocabulary	Uses varied and appropriate vocabulary related to careers, goals and future plans.	Uses appropriate vocabulary with some variety.	Uses basic or repetitive vocabulary.	Uses very limited vocabulary or many incorrect words.	___ /4
Target Structures	Uses future forms, modals, present simple and linking words accurately throughout.	Uses most target structures correctly.	Uses some target structures but with several errors.	Rarely uses the required structures.	___ /4
Development of Ideas	Gives clear explanations, examples, reasons and personal reflections.	Gives appropriate explanations and some supporting details.	Gives limited explanations or examples.	Ideas are very short and lack explanation.	___ /4
Spelling & Punctuation	Almost no spelling or punctuation errors.	Some minor errors that do not affect comprehension.	Several errors sometimes distract the reader.	Frequent errors make the text difficult to understand.	___ /4
Format & Presentation	Follows the requested format and presents a neat, professional report.	Mostly follows the requested format with minor inconsistencies.	Several formatting requirements are missing.	Does not follow the requested format.	___ /4
Pair Work & Contribution	Both students clearly contributed equally to the written report.	Both students participated, with minor imbalance.	One student contributed more than the other.	There is little evidence of collaborative work.	___ /4
Responsibility & Deadline	Work is complete, carefully prepared and submitted on time.	Work is complete and submitted on time with minor issues.	Work is incomplete or submitted late.	Work is significantly incomplete and/or very late.	___ /4

TOTAL: _____ / 40 points

RUBRIC 2 – ORAL PRESENTATION

Future Me: Life After High School – Separate Mark

Student names: _____ . Mark: _____

Criteria	4 – Excellent	3 – Good	2 – Developing	1 – Beginning	Score
Content	Includes all key information and clearly summarizes the project.	Includes most important information.	Some important information is missing or unclear.	Presentation is very incomplete.	___ /4
Fluency	Speaks smoothly with natural pauses and very little hesitation.	Generally fluent with some hesitation.	Frequent pauses and hesitation affect communication.	Speech is very fragmented and difficult to follow.	___ /4
Pronunciation	Pronunciation is clear and easy to understand throughout.	Mostly clear with a few pronunciation problems.	Several pronunciation problems affect understanding.	Frequent pronunciation problems make comprehension difficult.	___ /4
Grammar in Speaking	Uses grammar accurately and appropriately while speaking.	Uses grammar adequately with some errors.	Frequent errors sometimes affect meaning.	Many errors seriously affect communication.	___ /4
Vocabulary	Uses varied and appropriate vocabulary confidently.	Uses appropriate vocabulary with some repetition.	Uses limited or repetitive vocabulary.	Vocabulary is very limited and often incorrect.	___ /4
Interaction & Teamwork	Both students participate equally and interact naturally as a pair.	Both students participate with minor imbalance.	Participation is noticeably unequal.	One student does most of the presentation.	___ /4
Eye Contact & Body Language	Maintains good eye contact, appropriate posture and confident body language.	Usually maintains eye contact and appropriate posture.	Limited eye contact or nervous body language.	Reads almost constantly and avoids eye contact.	___ /4
Visual Support	Visuals are attractive, relevant, clear and support communication without excessive text.	Visuals are useful and generally clear.	Visuals contain too much text or are only partly useful.	Visual support is poor, unclear or missing.	___ /4
Speaking Without Reading	Uses keywords or brief notes and communicates naturally.	Sometimes relies on notes but does not read continuously.	Reads large portions of the presentation.	Reads almost the entire presentation.	___ /4
Time Management & Preparation	Well rehearsed, organized and stays within the required time.	Mostly prepared and close to the required time.	Preparation is uneven or presentation is noticeably too short/long.	Shows little preparation and does not meet the time requirement.	___ /4

TOTAL: _____ / 40 points