

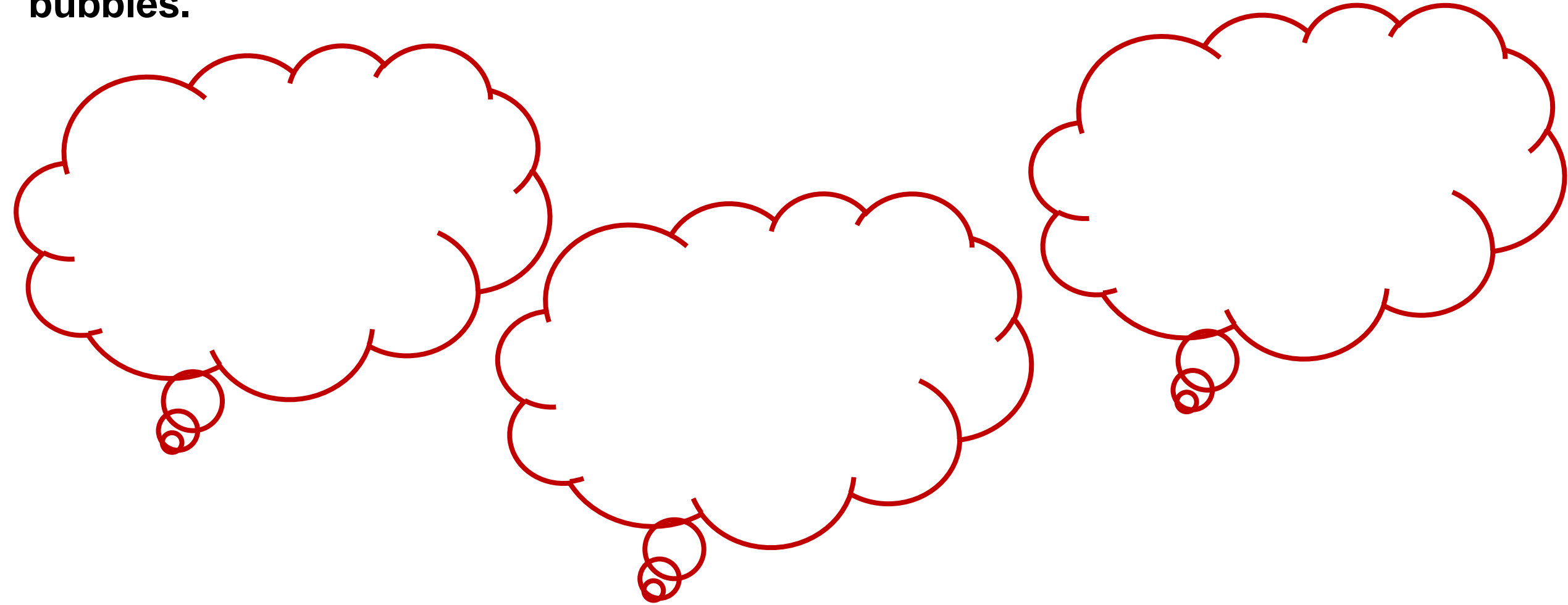


English 1 (GUN 1C)

Week 6

Future expectations

Task 1. What are your three biggest dreams for the future? Write them in the bubbles.



Now share with your partner.

Task 2. Discuss the questions below.

- a) Why is it sometimes hard to follow your dreams?
- b) Do your family or community support you in your dreams?
- c) Have you ever felt pressure to follow someone else's expectations?



Task 3. Listen to four teenagers talking about their dreams and complete the table.

	What is their dream?	What do their families want them to do instead?
1. Amy		
2. Omar		
3. Elya		
4. Tobias		

Task 3. Listen to four teenagers talking about their dreams and complete the table.

	What is their dream?	What do their families want them to do instead?
1. Amy	to become a human rights lawyer	to take over the family restaurant
2. Omar	to become a photographer or do photojournalism	to become a doctor like them
3. Elya	to go to university and become a vet	to look after the family
4. Tobias	to set up a fashion business	to go to university

Task 4. Listen again and answer the following questions.

<p>1) Why is Amy expected to take over the family business?</p> <p>2) What do Amy's parents say about her dream job?</p> <p>3) How does Amy feel about her parents' expectations of her?</p>	<p>7) What responsibilities does Elya have at home?</p> <p>8) How do these responsibilities affect Elya's goals?</p> <p>9) What does Elya want her family to understand?</p>
<p>4) Why doesn't Omar want to follow in his family's footsteps?</p> <p>5) What do Omar's parents think about his dream?</p> <p>6) How does Omar feel towards his parents?</p>	<p>10) What have Tobias's grandparents been doing to help him?</p> <p>11) Why doesn't Tobias want to follow his grandparents' expectations of him?</p> <p>12) What is Tobias worried about?</p>

Answers:

1) Why is Amy expected to take over the family business?

It's been in the family for generations and it's secure.

2) What do Amy's parents say about her dream job?

It's too competitive, and years of study before you can make money.

3) How does Amy feel about her parents' expectations of her?

She doesn't want to disappoint them.

Answers:

4) Why doesn't Omar want to follow in his family's footsteps?

Being a doctor is stressful and too much responsibility.

5) What do Omar's parents think about his dream?

That it's just a hobby and he won't be able to earn a living.

6) How does Omar feel towards his parents?

He doesn't want to let them down.

Answers:

7) What responsibilities does Elya have at home?

Looking after her younger siblings and doing household chores.

8) How do these responsibilities affect Elya's goals?

She doesn't have enough time to study for her exams.

9) What does Elya want her family to understand?

That her education is important too.

Answers:

10) What have Tobias's grandparents been doing to help him?

Saving up money for his university fees.

11) Why doesn't Tobias want to follow his grandparents' expectations of him?

University isn't for him.

12) What is Tobias worried about?

He doesn't know how to tell them that he's serious about his dream.

Task 5. Reflect on the teenagers' experiences and discuss the following questions:

- a) Have you ever had a similar experience to any of the teenagers you just listened to?
- b) What advice would you give to each teenager?
- c) Is it easy for young people to follow their passions? Why/Why not?
- d) How much should families be involved in young people's life choices?
- e) What's more important, doing what you really love or doing something that makes other people happy? Explain your answer.

Task 6. Match the categories (a–d) to the phrases (1–4).

a. showing you're actively listening

b. explaining the problem

c. expressing how you feel

d. encouraging someone to open up

1

You seem really worried. Do you want to talk about it?
What's on your mind?
How do you feel about it?

3

The thing is ...
On the one hand ... but on the other hand ...,
What makes it difficult is ...

2

I feel as if ...
I feel really torn because ...
I wish they'd understand that ...

4

You must be feeling ...
It sounds as if what's most important to you is ... (+ verb+ing)
Have you thought about ... (+ verb+ing)?

Task 6. Match the categories (a–d) to the phrases (1–4).

1 d. encouraging someone to open up

You seem really worried. Do you
want to talk about it?
What's on your mind?
How do you feel about it?

3 b. explaining the problem

The thing is ...
On the one hand ... but on the
other hand ...,
What makes it difficult is ...

2 c. expressing how you feel

I feel as if ...
I feel really torn because ...
I wish they'd understand that ...

4 a. showing you're actively listening

You must be feeling ...
It sounds as if what's most important to
you is ... (+ verb+ing)
Have you thought about ... (+ verb+ing)?

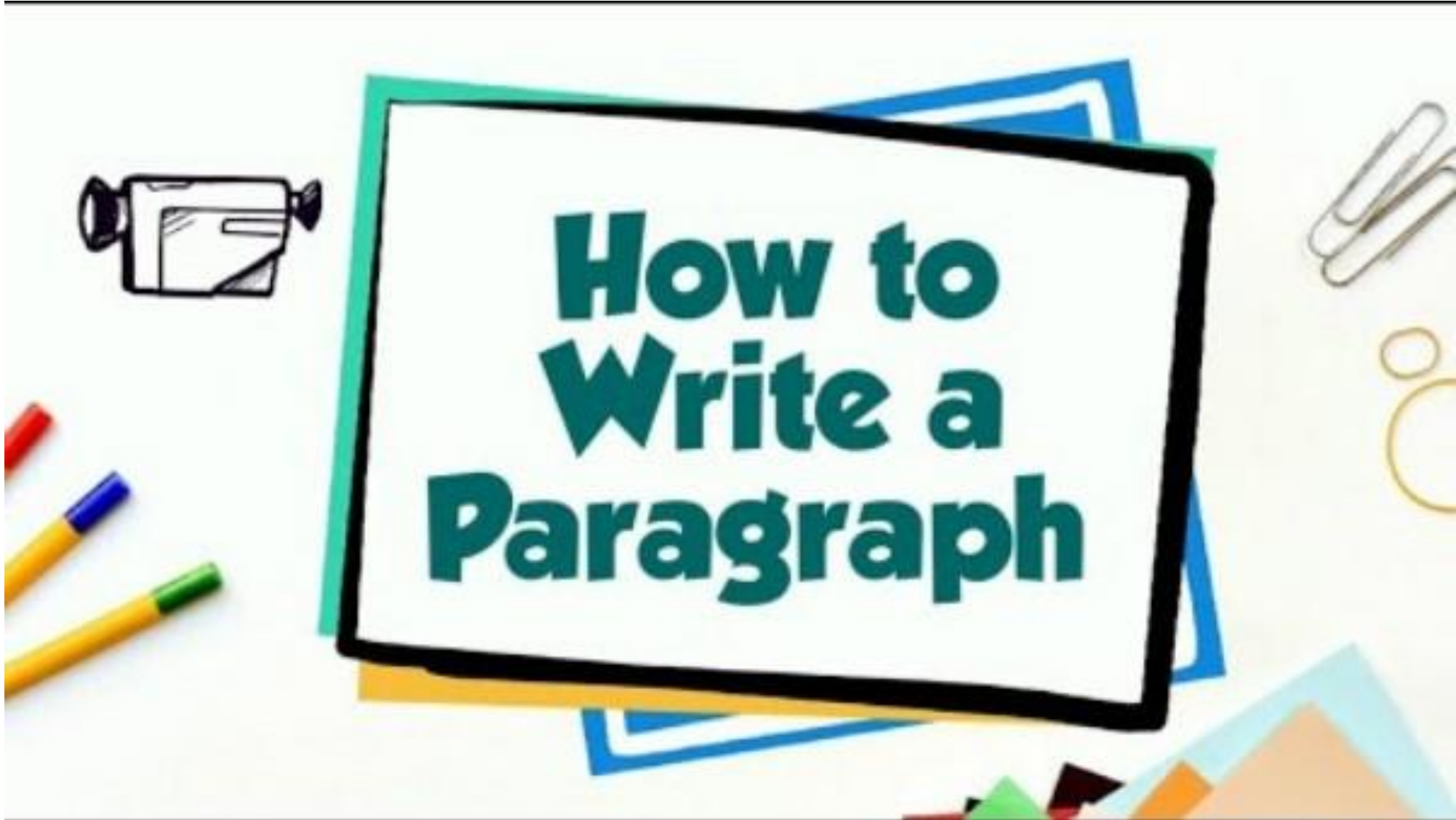
Task 7. Work with a partner. Decide who is A and who is B. Act out the roles.

1. Amy	A – You are Amy. Explain to your friend how you feel about the pressure to take over your family's restaurant and why you want to pursue a career as a human rights lawyer. Share your concerns about disappointing your parents.	B – You are Amy's friend. Listen to her concerns and offer advice. Try to help her weigh up the options and find a way to explain her dreams to her parents.
2. Omar	A – You are Omar's friend. Encourage him to open up about his dreams and suggest ways he might convince his parents to take his interest in photography seriously.	B – You are Omar. Talk to your friend about your parents' expectations for you to study medicine. Explain why you don't want to become a doctor and talk about your passion for photography.

The Writing Process – Structure, Tone, and Format

1. The Writing Process (5 Stages)

- 1.Pre-Writing:** Brainstorming, outlining, choosing a purpose and audience.
- 2.Drafting:** Writing the first version without worrying about perfection.
- 3.Revising:** Improving the content, structure, tone, and clarity.
- 4.Editing:** Correcting grammar, punctuation, and formatting issues.
- 5.Publishing/Sharing:** Final version submitted or presented.



How to Write a Paragraph

WRITING STRUCTURE

INTRODUCTION

- Grab the reader's attention.
- Introduce the topic.
- State the thesis statement

BODY

- Each paragraph covers one main point
- Include supporting details
- Use transitions between paragraphs

CONCLUSION

- Summarize the main points
- Restate the thesis
- Leave the reader with a final thought



English Writing Format

1. Introduction – *The First Impression*

- The **introduction** is the opening of your writing. Its job is to introduce the topic and prepare the reader for what's coming. Think of it like a map: it shows where the writing is headed.

Purpose:

- Grab the reader's attention.
- Introduce the **main topic**.
- Present the **thesis statement** – the main idea or argument of the piece.

2. Body – *The Heart of the Writing*

This is where you **develop your ideas**, give evidence, and explain your points. The body is usually made up of **multiple paragraphs**, depending on the length and purpose of your writing.

Purpose:

- Support your thesis statement.
- Explain and develop each idea in depth.
- Provide **examples, data, or reasons**.

Body Paragraph Format

Element	Description	Example
Topic Sentence	Introduces the main idea of the paragraph	<i>One reason writing is essential in the workplace is that it improves communication.</i>
Supporting Details	Facts, examples, reasons, quotes	<i>Clear writing helps teams avoid mistakes, especially in written instructions or emails.</i>
Explanation/Analysis	Explains how the details support your point	<i>When employees misunderstand instructions due to vague writing, it can lead to lost time and errors.</i>
Transition Sentence <i>(optional)</i>	Connects to the next paragraph	<i>In addition to better communication, writing skills also boost professional image.</i>

3. Conclusion – *The Final Thought*

The conclusion wraps everything up. It leaves a **final impression** on the reader and reinforces the main idea without repeating it word for word.

Purpose:

- Restate the **thesis** in a new way.
- Summarize the main points.
- Leave the reader with a **final thought**, insight, or call to action.

Conclusion Writing Format

Element	Description	Example
Restatement of Thesis	Say the main idea again in different words	<i>Strong writing skills are essential for effective professional communication.</i>
Summary of Main Points	Briefly revisit your body ideas	<i>They help prevent misunderstandings, boost credibility, and improve efficiency.</i>
Closing Sentence	Final comment or insight	<i>Mastering writing early can open doors to academic and career success.</i>

Summary Table

Part	What It Does	Key Components	Tips
Introduction	Opens and introduces topic	Hook, context, thesis	Be clear, not too detailed
Body	Expands ideas and arguments	Topic sentence, support, explanation	One idea per paragraph
Conclusion	Wraps up and reinforces main idea	Restated thesis, summary, closing	No new info; finish strong