

## Future expectations

### Topic

Future expectations

### Aims

All learners will:

- listen to young people talking about balancing family expectations with personal dreams
- reflect on the social pressures young people face in pursuing their aspirations and how these pressures connect to broader societal themes like family, tradition and individual rights
- practise expressing problems and listening with empathy.

### Age group and level

Age 13–17 years old, CEFR level B2

### Time

60 minutes

### Materials

Lesson plan  
Student worksheet  
Transcript  
Presentation  
Audio file

### Introduction

This lesson encourages learners to develop listening comprehension skills while reflecting on their own dreams for the future, and the pressure that some young people might face when pursuing their dreams. The materials provide meaningful language practice and encourage learners to think critically and empathetically about the expectations that are sometimes imposed on young people by their families and by society. They also enable learners to develop skills for expressing problems and listening empathetically.

### Procedure

<p><b>1. Lead-in (10 minutes)</b></p>	<ul style="list-style-type: none"> <li>Tell learners that today they will be exploring the topic of future expectations.</li> <li>Show <b>Slide 2</b>. Say <i>What are your three biggest dreams for the future? Write them in the bubbles</i>. Model the task yourself, giving some examples related to work, travel or other areas (<b>Worksheet task 1</b>). Give learners three minutes for this. Then tell them to tell their partner their three dreams. (Click to reveal 'Share with your partner'.)</li> <li>Feedback: If learners are comfortable, ask them to share some of their dreams and talk about some of the things the learners had in common.</li> <li>Show <b>Slide 3 (Worksheet task 2)</b>. Put learners in groups and give them four minutes to discuss the questions. As they talk, write some of their answers on the board.</li> <li>Feedback: Discuss interesting points and do some language work here if needed.</li> </ul>															
<p><b>2. Listening 1 (10 minutes)</b></p>	<ul style="list-style-type: none"> <li>Tell the learners that they are going to listen to some teenagers talking about their dreams and their families' expectations. Tell them, as they listen, to complete the table on <b>Slide 4 (Worksheet task 3)</b>.</li> <li>Allow learners to pair check. If needed, play the audio again.</li> <li>Elicit and click through to reveal the answers row by row. Clarify anything that the learners found difficult.</li> </ul> <table border="1" data-bbox="461 1406 1461 1794"> <thead> <tr> <th></th> <th>What is their dream?</th> <th>What do their families want them to do instead?</th> </tr> </thead> <tbody> <tr> <td><b>1. Amy</b></td> <td>to become a human rights lawyer</td> <td>to take over the family restaurant</td> </tr> <tr> <td><b>2. Omar</b></td> <td>to become a photographer or do photojournalism</td> <td>to become a doctor like them</td> </tr> <tr> <td><b>3. Elya</b></td> <td>to go to university and become a vet</td> <td>to look after the family</td> </tr> <tr> <td><b>4. Tobias</b></td> <td>to set up a fashion business</td> <td>to go to university</td> </tr> </tbody> </table>		What is their dream?	What do their families want them to do instead?	<b>1. Amy</b>	to become a human rights lawyer	to take over the family restaurant	<b>2. Omar</b>	to become a photographer or do photojournalism	to become a doctor like them	<b>3. Elya</b>	to go to university and become a vet	to look after the family	<b>4. Tobias</b>	to set up a fashion business	to go to university
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<p><b>3. Listening 2 (10 minutes)</b></p>	<ul style="list-style-type: none"> <li>Tell learners that they will listen to the teenagers again and answer the questions on <b>Slide 5 (Worksheet task 4)</b>. Allow the learners to read the questions before playing the audio.</li> </ul>															

	<ul style="list-style-type: none"> <li>• Allow learners to pair check. If needed, play the audio again.</li> <li>• Show learners the answers on <b>Slides 6, 7, 8, 9</b>. Clarify anything that the learners found difficult. Consider doing vocabulary work here if the learners have gaps.</li> <li>• Answers:             <ol style="list-style-type: none"> <li>1. It's been in the family for generations and it's secure.</li> <li>2. It's too competitive, and years of study before you can make money.</li> <li>3. She doesn't want to disappoint them.</li> <li>4. Being a doctor is stressful and too much responsibility.</li> <li>5. That it's just a hobby and he won't be able to earn a living.</li> <li>6. He doesn't want to let them down.</li> <li>7. Looking after her younger siblings and doing household chores.</li> <li>8. She doesn't have enough time to study for her exams.</li> <li>9. That her education is important too.</li> <li>10. Saving up money for his university fees.</li> <li>11. University isn't for him.</li> <li>12. He doesn't know how to tell them that he's serious about his dream.</li> </ol> </li> </ul>
<b>4. Post-listening discussion (10 minutes)</b>	<ul style="list-style-type: none"> <li>• Tell learners to reflect on the teenagers' experiences by answering the questions. Show <b>Slide 10 (Worksheet task 5)</b>. They can work in groups for this.</li> <li>• Monitor closely and write some good ideas and any language that the learners need on the board.</li> <li>• Feedback: Elicit learners' opinions and do some language feedback.</li> </ul>
<b>5. Language input (5 minutes)</b>	<ul style="list-style-type: none"> <li>• Tell learners that the teenagers should be able to discuss these problems with their friends and family. Show them the table on <b>Slide 11 (Worksheet task 6)</b>.</li> <li>• Give them time in pairs to match the headings to the phrases. Then show the answers on <b>Slide 12</b>.</li> <li>• Consider asking concept-checking questions and modelling and drilling, noting weak forms, consonant–vowel linking and other features of connected speech.</li> </ul>
<b>6. Productive task (15 minutes)</b>	<ul style="list-style-type: none"> <li>• Tell learners that they will now play the role of either Amy or Omar, or the role of Amy's or Omar's friend. The teenager with the problem is going to explain their situation and how they feel, and their friend is going to actively listen and</li> </ul>

	<p>show support. Show <b>Slide 13 (Worksheet task 7)</b>. Put learners in pairs and tell them to decide who is A and who is B, or assign the roles yourself.</p> <ul style="list-style-type: none"> <li>• Give learners time to read the scenarios and give them ten minutes to act out both conversations spontaneously (remind them of the useful language).</li> <li>• Monitor closely.</li> <li>• Open-class feedback: Ask some of the learners to explain the problem they listened to. Ask other learners if they felt that their friend understood how they felt. Do feedback on good language use and delayed error correction.</li> </ul>
<b>7. Extension tasks</b>	<ul style="list-style-type: none"> <li>• <b>Role play:</b> One learner plays the role of Amy or Omar. They go to their family and explain how they feel. Another learner plays the role of the family member. Can they reach a compromise?</li> <li>• <b>Creative storytelling: What happens next?</b> In groups, learners choose one of the teenagers (Amy, Omar, Elya or Tobias) and imagine: <ul style="list-style-type: none"> <li>○ what happens if they follow their family's expectations</li> <li>○ what happens if they follow their dream.</li> </ul> <p>Groups create a short, creative skit or story to act out for the class, showcasing the outcomes.</p> </li> <li>• <b>Class debate: Dreams vs. duty</b>            Divide the class into two teams:            Team A: It's more important to follow your dreams.            Team B: It's more important to follow your family's wishes.            Teams prepare arguments, then debate.</li> <li>• <b>Character diaries:</b> Learners write a diary entry as one of the teenagers, reflecting on their feelings and choices.</li> <li>• <b>Interview a role model:</b> Learners interview someone they know who overcame challenges to follow their dream, and present their story to the class.</li> </ul>

**Contributed by**

Sarah Smith and Sea Steele