

Dreams are not my reality Essay writing – Student's worksheet

CNN Money
The New American Dream

Middle class dropouts
Jan 11: Nearly a third of Americans who grow up middle class face downward mobility in adulthood. And that's before the Great Recession hit, which is hurting mobility. [More](#)

Bush tax cuts, stock market widen income gap
Jan 4: Income inequality has been driven by the Bush tax cuts and from increased income from capital gains and dividends, a new report shows. All this benefits the rich more. [More](#)

Americans make up half of the world's richest 1%
Jan 4: It only takes \$34,000 per person to be amid the richest 1% of people in the world. [More](#)

Are you better off than mom and dad?
Dec 12: Today's young women make \$1.17 for every \$1 their moms earned back in 1980. Young men, however, aren't so lucky when it comes to the American Dream. [More](#)

More than 1 in 5 Americans are economically insecure
Nov 28: More than 20% of Americans face economic insecurity because they don't have the savings to cope with this decline, according to a new report. [More](#)

Older Americans are 47 times richer than young
Nov 7: The wealth gap between the oldest and youngest adult generations in America, recently expanded to its widest ever. [More](#)

Why I still believe in the American Dream
Most young people don't think they're better off than their parents, but some still believe their own personal American Dream is in reach. [More](#)

TASK 1

Read the headlines on CNN.

Use the following words to fill in the sentences in the grid below.

- achieve
- insecure
- better off
- middle class
- climb
- money
- downward mobility
- poor
- equality
- save
- gap
- security
- Income
- upward mobility

Source:

<http://money.cnn.com/news/economy/new-american-dream/index.html>

Dreams	Contrast	Reality
<p>Americans dream of _____, in other words they hope to improve their living conditions and standard.</p>	<p>HOWEVER, YET</p>	<p>1/3 _____ Americans face _____, that is to say they can't _____ the social ladder.</p>
<p>All Americans dream of _____. As a matter of fact, the Declaration of Independence states that « all men are created equal.</p>	<p>ON THE OTHER HAND</p>	<p>_____ inequality widens the _____ between the rich and the _____. In fact, the richer you are, the richer you will get.</p>
<p>Americans dream of economic _____. Obviously they would not only like to have enough to live on, but they would also like to be able to save _____ for the future.</p>	<p>BUT, ON THE CONTRARY</p>	<p>1 in 5 Americans feel economically _____ because they can't _____ money.</p>
<p>Although some young people think their American Dream is in reach, that is to say, they believe they will _____ it,</p>	<p>(ALTHOUGH)</p>	<p>most young people don't think they can be _____ than their parents. Indeed, the youth strive to pay for their studies and are in debt</p>

TASK 2

Study the songs “Where is the Love?” (Black-Eyed Peas) and “America” (West Side Story)

- Where is the Love?

http://zepad.absolutenglish.org/?page_id=530

- America

Student's book : *New Bridges 1ere* (Nathan) p. 78

Write a contrasting paragraph using task 1 as a model

- Use these link-words

Contrast : However, / Yet, / On the one hand...On the other hand / On the contrary, / But

Rephrase : that is to say / in other words

Justify /reinforce /explain: Indeed, / Infact / As a matter of fact / Obviously

Conceed : although / even though

- Start each new argument with one of the following sequencers/ link-words

Introduce- First / To start with / First of all

Add ideas- In addition / Moreover / what is more / Furthermore / Not only ... but also

Get to your last argument- Finally / Last but not least

Conclude or sump up- To conclude / As a conclusion / In a nutshell / To sum up

- Underline all link words and sequencers in your paragraph

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CEFRL - chap.4 - Visual reception (p.70)

READING FOR INFORMATION AND ARGUMENT

B2- Can obtain information, ideas and opinions from highly specialised sources within his/her field.

- Can understand specialised articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology.
- Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.

B1- Can identify the main conclusions in clearly signalled argumentative texts.

- Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.
 - Can recognise significant points in straightforward newspaper articles on familiar subjects.
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CEFRL - chap.4 - Written production (p.62)

REPORTS AND ESSAYS

B2- Can write an essay or report which develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.

- Can evaluate different ideas or solutions to a problem.
- Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.
- Can synthesise information and arguments from a number of sources.

B1- Can write short, simple essays on topics of interest.

- Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.
- Can write very brief reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions.