Unit 10

I have a dream

What do you dream about?
Was this course a success for you?
What are your hopes for the future?
A Do you dream?

A1a With a partner, match the answers to the following "frequently asked questions" (FAQs) about dreams.

☐ 1. How many dreams per night do people usually have?
☐ 2. Do some people NOT dream?
☐ 3. Why do we sometimes have the same dream again and again?
☐ 4. Why do we remember bad dreams better than good dreams?

a. Bad dreams, or nightmares as we usually call them, are often easier to remember because they're so frightening and they often wake you up.
b. Everybody dreams but some people do not remember their dreams. Some scientists think that some people always forget everything from their dreams: even when they are children they remember nothing.
c. Most people have about 3 to 5 dreams per night, but somebody can have 7 dreams in one night. If you sleep for eight hours, you will dream for two hours.
d. This is a sign that there's something that continues to worry you.

A1b Fill in the gaps in the following sentences with words from the Focus on grammar box.

1. ______________ dreams but some people do not remember their dreams.
2. ______________ can have up to seven dreams a night.
3. This is a sign that ______________ continues to worry you.
4. Some people, even when they are children, remember ______________ from their dreams.

Homestudy H1

A2 Do a class survey.

Companion: Grammar 3.11

Focus on grammar

Focus on spoken English

Name:

1. Do you remember your dreams?
2. Do you have dreams that you dream again and again?
3. Have you ever had a dream about the future?

[Table with options Y and N]
What do dreams mean?

B1a Work in pairs. What do you think these dreams mean? Match the dream with the meaning.

1. You’re friends with a famous person.
2. You lose your teeth.
3. You’re flying and feeling good.
4. You’re running from something.
5. You weren’t wearing any clothes.

   a. You feel powerful.
   b. You think you’re unattractive.
   c. You’re ashamed.
   d. You’re frightened or worried.
   e. You wish your real-life friend to be more like your dream friend.

B1b Listen to three people talking about dreams. Work with a partner. Match each dream with one of the “explanations” below.

☐ a. You’re worried about something. You think you’re not good enough in some way. When you dream about a test, it means that you think that other people are better than you. When you aren’t wearing any clothes in a dream, you feel ashamed.

☐ b. Why is this famous person important to you? In the dream was this person your partner? How is this person like or unlike your partner? In the dream you were cooking for Roger’s parents. Perhaps they were your partner’s parents? How do you feel about them?

☐ c. What are you frightened of? What are you running away from? You want to run to your boyfriend. But your boyfriend can’t hear you. He can’t help you. If you have this dream again, you should try to turn round. Perhaps the men behind you are really not so frightening.

B1c Listen again to the first dream and fill in the gaps in the story with the correct form of the verb.

... I was in the country and it was a nice day and I ___________ (be) with my boyfriend.
We ___________ (walk) together. ... And he ___________ (walk) up the mountain. Then behind me I ___________ (see) a group of men and I was frightened. I knew that they ___________ (try) to catch me. So I ___________ (start) running, ... and I was so frightened. And then I ___________ (wake up).

Remember
I was walking with my boyfriend. Then I saw a group of men.
I was sitting there when I suddenly noticed that I wasn’t wearing any trousers.

B2 Tell your partner about a dream. Use the following questions and examples to help you.

Where were you in the dream? I was ... (The weather was ...)
What were you doing? (background) I was ...ing.
What happened? (story) I shouted. / I tried to ...
How did it end? In the end I woke up. / I can’t remember the end ... / ...
I have a dream

C1a Work with a partner. Match the photos, the names and the countries.

☐ Name: ________________________
  Country: ________________________

☐ Name: ________________________
  Country: ________________________

☐ Name: ________________________
  Country: ________________________

Mahatma Gandhi | South Africa | Martin Luther King
Nelson Mandela | India | United States of America

C1b Talk to your partner about the questions below.

On August 28th, 1963, Martin Luther King gave a speech in Washington DC, the capital of the United States.

1. How many people were there? ☐ a. 2,500 ☐ b. 25,000 ☐ c. 250,000

2. Why were they there? ☐ a. to ask for equality and jobs ☐ b. to ask for peace in Vietnam ☐ c. to see President Kennedy

3. What was the most famous phrase in Martin Luther King’s speech? ☐ a. Give us peace. ☐ b. I have a dream. ☐ c. It’s time to change.

C1c Compare your ideas with the rest of the class.

C2a Listen to a small part of Martin Luther King’s speech.

1. How many times does he say “I have a dream”? _________________

2. How many children does he have? _________________

C2b Listen again and complete the following sentence.

“I have a dream that my four little children __________ one day __________ in a nation where they will not be judged by the color of their skin…”

C3a Complete two more sentences from another part of his speech. Use “will” and the words in the box below.

Focus on grammar
I have a dream that this nation will rise up …

Focus on vocabulary
colour (UK) color (US)

1. I have a dream that one day this nation ________________ …

2. I have a dream that one day … the sons of former slaves and the sons of former slave owners ________________ to sit down together.
Match the words from the speech with the meanings.

1. nation  a. a man or woman who is not free, who has to work for somebody else
2. rise up  b. a person who has slaves (people who are not free)
3. slave  c. country
4. slave owner  d. stand up and protest

Now listen again to the full sentences from the speech. Work with a partner.
What is Martin Luther King’s dream?

His dream is that …
☐ 1. black and white people in America will live together in peace and freedom.
☐ 2. the black people will have a different country.

In Martin Luther King’s time, people talked about “coloured” or “black people”.
What’s the term that people use today in the USA?
☐ 1. American African
☐ 2. African American
☐ 3. Afro-Caribbean

You heard Martin Luther King’s hope for the future. Look at these people and their hopes and ideas.

“I hope that I’ll have some grandchildren soon.”
“I think that Manchester United will win the Champions League again next year.”
“I think that we’ll have a new government next year.”
“I hope that I’ll be able to speak more fluently in English in the next course.”

What about you? Tell your partner about your hopes and your wishes.
I think … I hope …

Focus on grammar
I think that Manchester United will win again next year.
I hope that I’ll have (will have) some grandchildren soon.

Compare your ideas with the rest of the class. Do you share any ideas or hopes?
Example: I think that we’ll have a new government next year. – Oh, me too! / Oh, I don’t think so.
D Was it a dream course?

D1 Do you still have the notes and the list you made in Unit 1? Work in small groups.

In Unit 1 D2, D3 and D4, you made notes about:

- Why am I learning English? – Are your reasons the same now?
- What do I want to learn on this course? – Did you reach your goals?
- Completely or in part? Do the other people in your group agree with you?
- If you don’t think you reached your objectives, what was the problem?
- Was the objective too difficult perhaps?

D2a In pairs, think of two personal highlights from this course and two things that are still difficult for you.

- Try to be precise. Don’t say “I liked the CD” but “I liked Activity X on the CD”.
- Try to explain why something was a highlight or why it’s still difficult for you.

D2b Tell the rest of the class about your highlights. What were the most popular choices?

D2c Are there things you still find difficult? Talk about them in small groups.

- Have you got any ideas about how to help the other people in your group with things they find difficult?
- Can other people help you?

TIP 2 Share a problem and it’s not so bad.

D3a Work with a partner. Match the sentences 1. – 3. with the blog extracts below.

☐ 1. This text gives you an idea about how to help you learn lots of words in English.
☐ 2. This text gives you an idea about what to do when you’re talking with somebody and you don’t understand every word.
☐ 3. This text gives you an idea about what to do when you have a problem with one or two special words.

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We had an interesting exercise in class today. We listened to a conversation but we had to guess what the next bit was going to be before we heard it. I realized that I can often guess what people are going to say. But usually when I’m in a conversation I just think I can’t understand every word and so I’m shy and I can’t say much. I’m going to try to guess more and just talk. Our teacher said that in German people don’t always understand every word, but we all talk. I must be brave!
D3b Who wrote these blogs?

☐ 1. teachers  ☐ 2. learners  ☐ 3. professors

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TIP 3 Write a learner’s blog or diary.

D3c Discuss in small groups. Have you tried any of the ideas in D3a? Which idea do you like best?

D4a Write a blog.
Write a short entry in a blog (or a diary) about your English learning. Then keep the text and read it in six months or a year to see what has changed.

In your blog answer the following questions:
1. What course (and book) are you finishing?
2. What can you do in English now? (Look at the description of the A2 level in the Portfolio section at the back of the Companion.)
3. What parts of the course did you like best? What activities did you enjoy? What good “learning moments” did you have? (See D2a and look back through the book to help you remember.)
4. What are your hopes for the future? (“I hope that I will …” / “I hope that X will …”)
5. What actions are you going to take? (“I’m going to …”)

D4b Before you take your “blogs” home, you can give them to other people in the class to read and compare the ideas.
Exploring my progress

Am Ende dieser Unit kann ich ...

… Erfahrungen zum Thema „Träumen“ austauschen. (Do you remember your dreams?)  
☐ ☐ A2

… beim Zuhören das Wesentliche erfassen.  
☐ ☐ B1b

… eine einfache Geschichte erzählen, z.B. einen Traum.  
☐ ☐ B2

… mein Weltwissen nutzen, um das Wesentliche in einer Rede zu erfassen.  
☐ ☐ C3c

… Vorhersagen machen und Zukunftshoffnungen zum Ausdruck bringen. (I think that we’ll have a new government next year.)  
☐ ☐ C5, H4

… erklären, was mir an einem Kurs gefallen hat und was mir schwer fällt.  
☐ ☐ D2

… Texte lesen, die eine persönliche Meinung wiedergeben, und Details verstehen.  
☐ ☐ D3a

… ein kurzes Blog oder einen Tagebucheintrag über meinen Englischkurs schreiben.  
☐ ☐ D4a

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Exploring learning – reflecting on your learning

C3c TIPP 1 Nutzen Sie Ihr Weltwissen
Alle möglichen Dinge helfen Ihnen dabei, Englisch zu verstehen. Wenn Sie zum Beispiel ein wenig über Martin Luther King oder diesen Abschnitt der amerikanischen Geschichte wissen, ist es einfacher für Sie, herauszufinden, worum es in dieser Rede geht – auch wenn Sie viele Wörter darin nicht verstehen.

D2c TIPP 2 Sprechen Sie mit anderen, wenn Sie Schwierigkeiten haben.
Jeder Lerner hat mit bestimmten Schwierigkeiten zu kämpfen. Vielleicht können Sie sich ein bestimmtes Wort einfach nicht merken, oder Sie tun sich schwer, gesprochenes Englisch zu verstehen. Oft hilft es, wenn Sie mit anderen Kursteilnehmern darüber sprechen. Die anderen haben oft gute Ideen, die Ihnen helfen, oder sie kennen eine Lerntechnik, die Sie ausprobieren können.

D3b TIPP 3 Ein Lernblog/-tagebuch schreiben
Im Laufe eines Kurses sollte sich nicht nur Ihr Englisch verbessern, sondern auch Ihre Lerntechniken. Wissen Sie, was für ein Lerntyp Sie sind? (In Übung E1 im Plus-Aspekt können Sie z.B. Ihr visuelles und auditives Erinnerungsvermögen testen.) Haben Sie in diesem Kurs neue Lerntechniken ausprobiert? Überlegen Sie, wie Ihnen diese Techniken geholfen haben, sprechen Sie mit anderen Kursteilnehmenden darüber (siehe Tipp 2), und machen Sie sich Notizen in einem Tagebuch oder Blog.

Übernehmen Sie Verantwortung für Ihr Lernen

Lernen außerhalb des Englischkurses
Sie beherrschen Englisch jetzt so gut, dass Sie sich in alltäglichen Situationen verständigen und wesentliche Informationen austauschen können. Die englischsprachige Welt steht Ihnen offen! Nutzen Sie, was Sie erreicht haben – damit Sie es nicht wieder vergessen. Suchen Sie aktiv Kontakte mit englischsprachenden Personen und pflegen Sie sie.