

# 6

## Dreams

### Unit map

#### Vocabulary

Achievements: verb + noun  
collocations  
Synonyms and antonyms:  
adjectives  
Idioms with time

#### Word Skills

Phrasal verbs (2)

#### Grammar

Relative clauses and reduced  
relative clauses  
Modal verbs: speculation

#### Listening

Against all odds



#### Reading

I have a dream



#### Speaking

Debate



#### Writing

An informal email

#### Culture 6

The Industrial Revolution



#### Literature 6

Great Expectations, Charles Dickens

#### Vocabulary Builder

page 129

#### Grammar Builder and Reference

page 143

## 6A

### Vocabulary

## Life's too short

*I can talk about dreams and ambitions.*

- SPEAKING** Work in pairs. Read the quote. What do you think the actor meant? Do you agree with the quote?

'Dream as if you'll live forever. Live as if you'll die today.' – James Dean

- Read the synopsis of a film called *The Bucket List*. What is a bucket list? Which of the characters succeeds in 'completing' the list? How does he manage this?

Diagnosed with a life-threatening illness, penniless car mechanic Carter Chambers is living on borrowed time. Having led a very ordinary life, he writes a bucket list of everything he would like to see and do, but decides not to <sup>1</sup>fulfil his dreams when he discovers that he has less than a year to live. However, life has more in store for Carter, as he is in the right place at the right time when billionaire Edward Cole is admitted to hospital. At first, Edward has no time for Carter, but in time the two strike up a friendship. Finding Carter's list, Edward adds some objectives he would like to <sup>2</sup>accomplish too, and finances a trip for the two of them, a race against time, to <sup>3</sup>meet all of their aspirations. The pair have the time of their lives <sup>4</sup>realising their ambitions: they go skydiving, drive a racing car, ride motorbikes along the Great Wall of China and fly over the North Pole, until Carter confesses that he wants to go home because he is missing his wife. He arrives in the nick of time to be reunited with his family before being rushed to hospital, where Edward visits him. As Carter is taken off for an unsuccessful operation, Edward promises to <sup>5</sup>complete their mission and finish the bucket list without him. First, he makes up for lost time by reconciling with his daughter and granddaughter. Then, at Carter's funeral, he expresses his joy at having been able to help his new friend <sup>6</sup>attain his goals. Edward succeeds in <sup>7</sup>achieving all but one of the aims on the bucket list before he passes away at the age of 81. The film ends with Edward's assistant helping him <sup>8</sup>reach his target of completing the list. The assistant climbs to the top of a mountain in the Himalayas and places a coffee tin with Edward's ashes next to a similar one containing Carter's, so that the two could 'witness something majestic'.



### FLUENCY!

When you use synonyms to avoid repetition, remember that a synonym can be a whole phrase (for example, a verb + a noun) rather than a single word:

*to realise your dream = to achieve your objective*

More than one verb + noun collocation may be possible, but not all combinations sound natural.

- VOCABULARY** Read the **Fluency!** box. Then complete the collocations below with the verbs highlighted in the text and **Fluency!** box.

**Achievements: verb + noun collocations**

achieve, <sup>1</sup>\_\_\_\_\_, <sup>2</sup>\_\_\_\_\_ a dream

<sup>3</sup>\_\_\_\_\_, <sup>4</sup>\_\_\_\_\_, attain, fulfil, meet, reach an objective

achieve, fulfil, <sup>5</sup>\_\_\_\_\_, realise an aspiration

achieve, fulfil, <sup>6</sup>\_\_\_\_\_ an ambition

accomplish, <sup>7</sup>\_\_\_\_\_ a mission

achieve, <sup>8</sup>\_\_\_\_\_, reach a goal

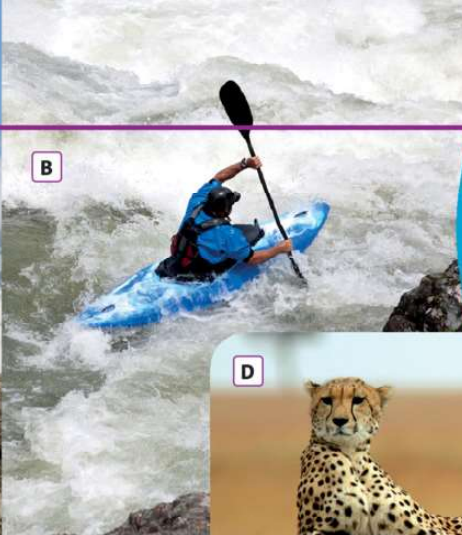
<sup>9</sup>\_\_\_\_\_, fulfil an aim

achieve, meet, <sup>10</sup>\_\_\_\_\_ a target





A



B



C



D



E

- 4 VOCABULARY** Complete the questions with a suitable verb + noun collocation from exercise 3. Then match the people with their achievements.

Jane Austen Ludwig van Beethoven Vincent van Gogh  
Jennifer Lawrence Valentina Tereshkova Harriet Tubman  
Jamie Vardy Stevie Wonder

Who ...

- 1 fulfilled their ambition of becoming a premier league footballer despite being told they were too short?
- 2 \_\_\_\_\_ of becoming an actor against the wishes of their parents?
- 3 was able to \_\_\_\_\_ of composing music despite losing their hearing?
- 4 \_\_\_\_\_ of being a music legend although they are visually impaired?
- 5 \_\_\_\_\_ of saving hundreds of slaves despite being one themselves?
- 6 \_\_\_\_\_ of publishing a novel at a time when writing was not considered appropriate for their gender?
- 7 \_\_\_\_\_ of gaining recognition as a talented artist, but only after their death?
- 8 \_\_\_\_\_ of piloting a spacecraft to become the first woman in space?

- 5 VOCABULARY** Find eight idioms that include the word 'time' in the text in exercise 2. Match them with the definitions below.

- 1 Their trip is something that has to be done quickly.
- 2 Carter is in the best position to take advantage of an opportunity.
- 3 Edward compensates for many wasted years by reconciling with his daughter.
- 4 At first, Edward dislikes Carter.
- 5 Carter arrives home just before something bad happens.
- 6 Carter and Edward enjoy themselves very much.
- 7 Carter was expected to have died before now.
- 8 Eventually, Carter and Edward start to get along.

- 6 SPEAKING** Work in pairs. Which of the items on Carter and Edward's bucket list would you most like to do? Would you like to see this film? Why? / Why not?

- 7 2.12** Listen to the introduction to a radio documentary about a real-life person who wrote a bucket list. Answer the questions.

- 1 How many goals were on John Goddard's bucket list?
- 2 How many of his ambitions did he realise?

- 8 SPEAKING** Work in pairs. Look at the photos illustrating some of John Goddard's dreams. What do you think the photos represent?

- 9 2.13** Listen and check your answers to exercise 8. Which of the dreams did he realise?

- 10 2.13** Replace the underlined verbs in the sentences below from the recording with the synonyms. Then listen again and check your answers.

circumnavigated conducted endured mastered  
piloted retraced scaled traversed

- 1 He went round the globe no less than four times ...
- 2 He learned three foreign languages ...
- 3 He led fourteen major expeditions to remote areas ...
- 4 ... he followed the steps of Marco Polo and Alexander the Great ...
- 5 ... he climbed twelve of the world's highest mountains ...
- 6 ... he suffered a major blizzard to reach the summit of the Matterhorn in the Swiss Alps.
- 7 ... he crossed eleven countries in north-eastern Africa ...
- 8 ... he flew one of the world's fastest aircraft.

- 11 SPEAKING** Work in pairs. Answer the questions.

- 1 Which of the verbs in exercise 10 could you use to describe the photos in exercise 8?
- 2 What is John Goddard's most impressive achievement in your opinion? Why?

- 12** Write your own bucket list of at least ten items. Use the synopsis of *The Bucket List* and the story of John Goddard to help you, or use your own ideas.

- 13 SPEAKING** Work in pairs. Compare your list with a partner. Discuss the likelihood that you will ever fulfil each of the goals on your list.



## Against all odds

*I can understand and react to a radio programme about female explorers in history.*



- 1 **SPEAKING** Discuss the points below. To what extent might they prevent a person from achieving their goals?

gender health money race society time

- 2 **2.14** Listen to the introduction to a radio documentary and answer the questions.

- What kind of people are featured in the documentary?
- Which obstacle did these people have to overcome to achieve their goals?

- 3 **2.14 VOCABULARY** Listen again. Complete the table with six adjectives from the recording.

Synonyms	Antonyms
1 _____ distinguished	insignificant unknown
fearless 2 _____	cowardly fainthearted
3 _____ hair-raising	dismal dreary
liberal unbiased	4 _____ intolerant
escorted chaperoned	alone 5 _____
becoming fitting	6 _____ unsuitable

### Listening Strategy

In a true and false listening task, the statements may contain words that are synonyms or antonyms of words in the recording. While you are listening, look out for synonyms and antonyms for the key information.

- 4 Read the **Listening Strategy** and the statements below. Which synonyms or antonyms from exercise 3 might you hear instead of the highlighted words?

- The leader of the expedition that Jeanne Baret joined was a **distinguished** explorer.
- Having completed the expedition's botany research in Mauritius, Baret sailed home to France **unaccompanied**.

- 5 **2.15** Listen to the first part of the documentary. Are the sentences in exercise 4 true (T) or false (F)? Which words in the recording helped you decide?

- 6 **2.16** Listen to the rest of the documentary. Are the sentences true (T) or false (F)?

- Advised to go on a voyage for health reasons, Isabella Bird travelled to America.
- On completing her world travels, Bird returned home and had a somewhat dreary retirement.
- Excluded from American flying schools for her gender, Bessie Coleman gained her pilot's licence in Europe.
- Practising for a demonstration of her flying skills, Coleman was killed in an accident.
- Clashing with the narrow-minded attitude of her parents, Freya Stark started out by seeking adventure in books.
- Having spent much of her life away from Europe, Stark decided to go back there to live out her final days.

- 7 **2.16** Listen again. What words in the recording indicate the correct answers? Compare your answers and explain why the sentences are true or false.

- 8 Read the **Learn this!** box. Match sentences 1–6 in exercise 6 to rules a–c. Say whether each participle clause gives information about reason or timing.

### LEARN THIS! Participle clauses

Participle clauses contain a present, past or perfect participle rather than a subject and verb. Clauses with a past participle have a passive meaning.

- Present and past participle clauses can contain a **reason** or **condition**, or give information about **timing**.
- Perfect participle clauses emphasise that one action is complete before another begins.
- Present participle clauses can be introduced by *after*, *before*, *by*, *on*, *since*, *when*, *while* or *without*. Past participle clauses can be introduced by *once* or *until*.

- 9 **2.16** Rewrite the information from the recording using participle clauses. Then listen again and check.

- Because she suffered from multiple ailments, Bird was urged by her doctors to undertake a sea voyage.
- She vowed to take off again because she had had her curiosity piqued by her first experience of travelling.
- Coleman learned French and travelled to France as she was banned from flying in the USA because of her colour.
- She performed aerial tricks all over the USA because she had vowed to finance an African-American flying school.
- Stark became fascinated with Arab culture when she received *One Thousand and One Nights* for her birthday.
- She explored and mapped uncharted areas of the Islamic world while she was living in Baghdad.

- 10 **SPEAKING** Work in pairs. Answer the questions.

- Apart from gender, which obstacles did the women in the recording have to overcome to achieve their goals?
- Which of the women do you admire the most? Why?

➡ **Vocabulary Builder** Gender and language: page 129



## Phrasal verbs (2)

I can recognise and use literal and idiomatic phrasal verbs correctly.

**1 SPEAKING** Work in pairs.  
Answer the questions.

- What's the last thing you switch off at night?
- Do you usually leave out your clothes for the next day?
- Did you ever fall out of bed when you were younger?
- Who's the first person to get up in your family?
- What time does your alarm go off on a school day?
- What's the first thing you put on in the morning?

**LEARN THIS!** Phrasal verbs: literal and idiomatic meanings

Some phrasal verbs have multiple meanings. One of the meanings may be more literal, i.e. the words mean exactly what they say.

*Hold on to the railing when you're on the stairs.*

The other meaning or meanings are idiomatic, i.e. the words mean something different from the original meaning of the individual words. Sometimes, the literal meaning can help you understand the idiomatic meaning.

*Hold on! I'll only be a minute.*

**DION MCGREGOR** has <sup>1</sup>gone down / settled down in history as the world's greatest sleep-talker. Anxious to <sup>2</sup>get on / get over as a songwriter in New York in the 1960s, McGregor's career was slow in <sup>3</sup>taking in / taking off. Short of cash, he moved in with a colleague, who recorded McGregor's dreams and played the tapes to friends. Eventually the dream stories came to the attention of a record company, which <sup>4</sup>put out / went down a selection

of them in 1964 on a disc called *The Dream World of Dion McGregor*. The same year, a publishing house heard about his dreams, but insisted that he see a psychiatrist to prove he wasn't <sup>5</sup>making them up / taking them off. Once convinced that they weren't being <sup>6</sup>put out / taken in, they released a volume of dreams, but it soon went out of print. The LP, however, became a cult record, which has recently been rediscovered. McGregor died in 1994, never living to see the renewed interest, but by then he had already <sup>7</sup>made up / got over his sleep-talking. Once he had met and <sup>8</sup>settled down / got on with his life partner, his strange habit subsided.



**2** Read the **Learn this!** box. Replace the underlined words with the correct form of the phrasal verbs in exercise 1. Are their meanings generally more or less idiomatic than their meanings in exercise 1?

- Don't drink that milk – it's become bad.
- My essay didn't get full marks because I didn't include something important.
- The talk was so boring that I stopped paying attention.
- The wind increased in strength last night, waking everybody up.
- I'm not talking to my sister – we've had an argument.
- She isn't really ill; she's just faking (it).

**3** Complete the sentences with the correct form of the literal phrasal verbs below.

get on get over go down make up put out  
settle down take in take off

- I slid on the slope and \_\_\_\_\_ with a bump.
- The bus was already at the stop, so I had to run to \_\_\_\_\_.
- We \_\_\_\_\_ our shoes and left them at the front door.
- Don't forget to \_\_\_\_\_ the rubbish \_\_\_\_\_ in the morning.
- They needed somewhere to sleep, so we \_\_\_\_\_ them \_\_\_\_\_.
- Our school community is \_\_\_\_\_ of many different nationalities.
- Nobody knows how he managed to \_\_\_\_\_ the fence.
- I \_\_\_\_\_ on the sofa, waiting for the film to start.

**4** Read the article and choose the correct idiomatic phrasal verbs. What was the man's strange talent?

**5** Match the phrasal verbs in exercise 4 with the definitions.

- publish or broadcast something
- start having a quieter way of life
- invent a story
- be successful in a career
- deal with or gain control of something
- become successful or popular
- be recorded and remembered
- make somebody believe something that is not true

**6** Rewrite the questions below using phrasal verbs from exercise 4 to replace the underlined words. Use a dictionary to help, as their meanings may be different from the meanings in the text.

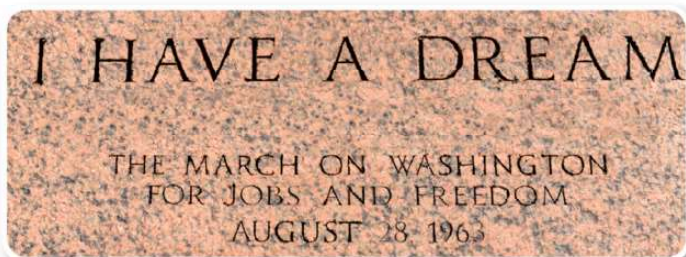
- How well are you doing at school this year?
- What's the longest it's taken you to recover from an illness?
- How do you feel when you tell a joke that isn't received very well?
- If you don't study one day, do you compensate the next?
- How do you feel when you notice you're causing extra work for somebody? What do you usually do about it?
- How long does it usually take your class to become calm at the start of lessons? Why?
- When you see an acquaintance, do you stop and chat or leave in a hurry before they see you?
- Are there any subjects in which you find it hard to understand everything? Which ones?

**7 SPEAKING** Work in pairs. Discuss the questions in exercise 6.



# I have a dream

*I can understand and react to the opinions of four historians about a speech.*



- 1 **SPEAKING** Work in pairs. Read the quote in the photo above. Who said it? What did he do? What happened to him?
- 2 **2.19** Listen to a historian talking about an important event at the memorial in exercise. 1. What's the name of the memorial? What happened there and when did it happen?
- 3 **2.19** Listen again and answer the questions.
  - 1 How did the setting enhance King's speech?
  - 2 Why was the memorial relevant to King's speech?
  - 3 In what way does King compare the Emancipation Proclamation to a 'bad cheque'?
- 4 Read the text. Do any of the four historians clearly express the opinion that Martin Luther King's speech is the greatest speech in history?

## Reading Strategy

In this task you have to read four texts to identify similar or different opinions and attitudes. Take each question in turn and follow the procedure below:

- 1 Underline the key words in the question.
- 2 Note whether you need to find a similar or a different opinion.
- 3 Find and underline the opinion in the text specified in the question. If no text is specified, read all the texts.
- 4 Find and underline the same opinion in the other three texts.
- 5 Compare the opinions and choose the correct answer.

- 5 Read the **Reading Strategy** and the question below. Follow the instructions in the Strategy and answer the question.

Which historian has a similar view to Brian Ward about how the speech should be considered?

- 6 Match the historians A–D with questions 1–4. The historians may be chosen more than once.

Which historian ...

- 1 has a different opinion from Webb about the quality of King's voice as he gave the speech? \_\_\_\_\_
- 2 shares Lewis's view about the attention paid to the 'dream' part of the speech? \_\_\_\_\_
- 3 agrees with Houston about the part of the speech dedicated to the debt owed to African-Americans? \_\_\_\_\_
- 4 disagrees with Lewis's opinion of King's use of phrases and ideas that people had used before? \_\_\_\_\_

- 7 Read the text again. Answer the questions in your own words.

- 1 Which of King's particular skills does Houston think the speech exemplifies?
- 2 According to Houston, what did King mean by 'cashing a cheque'?
- 3 According to Webb, what significance do all the experts attribute to the March on Washington?
- 4 What was the importance of the new technology that Webb mentions?
- 5 What does Lewis consider the main strength of King's speech?
- 6 According to Lewis, what contrasting impressions did King convey during his speech?
- 7 What was the cause of the underlying dissatisfaction that Ward mentions?
- 8 What veiled threat does Ward detect in the speech?

## CRITICAL ANALYSIS

- 8 Look at the highlighted adjectives and nouns and the underlined verbs in the text. How would you describe this language? What effect does it have on the text? How could it improve your own writing?

- 9 Match the highlighted words in the text with their synonyms below. Use the context to help work out the meaning.

anxiety attitude critical disappointed ghost ideas insignificant quiet

- 10 Try to work out the meaning of the underlined verbs in the text. Then match them with the highlighted words below.

- 1 The picture combines modern and traditional styles.
- 2 Military activity is a sign of an imminent attack.
- 3 The two groups of protesters come together at the town hall.
- 4 What can be done to make the economy strong again?
- 5 Do not criticise others before listening to their reasons.
- 6 The words of a great speech can echo in your mind for days after.
- 7 The sea mist will prevent the boats from being seen.
- 8 As she listened, a plan took shape in her mind.

- 11 **SPEAKING** Work in pairs. Answer the questions.

- 1 To what extent do you think Martin Luther King's dream of racial equality has been achieved?
- 2 In your view, what makes a good speech?



# Is Martin Luther King's 'I HAVE A DREAM' THE GREATEST SPEECH IN HISTORY?

## A BENJAMIN HOUSTON

Calling King's address 'the greatest in history' is a tall order for any historian and for any speech to live up to. It certainly should be classed as among a handful of momentous speeches in US history, perhaps second only to the Gettysburg Address.

The speech crystallises some of King's greatest gifts, not least of which an ability to address diverse audiences with one voice – to both revive the souls of the march participants and to stir the consciences of the greater public beyond, to speak eloquently to the African-American experience and yet also to the wider American spirit.

He meant to give 'new meaning', as he said in the speech, to old words and clichés that nonetheless were rooted in broader notions of the American Dream.

His soaring oratory at the March on Washington spoke of cashing a cheque, of laying claim to the economic aspirations that remained largely out of reach of African-Americans.

It foreshadowed King's deepening critique of American society that would dominate his thoughts and the social and political conflicts of the 1960s.

## B CLIVE WEBB

On 28 August 1963, a quarter of a million demonstrators, black and white, converged on the capital of the United States to participate in the March on Washington for Jobs and Freedom.

Almost singing the words in his great baritone voice, Dr Martin Luther King, Jr. described his dream of a United States that a century later finally fulfilled the promise of President Abraham Lincoln's Emancipation Proclamation.

King's inclusive vision of a country united across its racial and religious divide emphasised the idealism and determination of a civil rights movement that had over a decade of struggle developed an unstoppable political and moral momentum.

While many commentators observe that the March on Washington had a negligible impact on the eventual passage of the Civil Rights Act of 1964, none deny the importance of the event in awakening the national consciousness to the question of civil rights.

King's speech resonated not only throughout the United States but also across the world. A Telstar communication satellite performed what one British newspaper described as 'its most dramatically historic duty so far' and enabled audiences in the UK to witness the march, although only the end was live.

## C DR GEORGE LEWIS

For many of the strategists who were close to King and activists who were present, this was not even the greatest speech at the March on Washington, let alone of King's career.

In terms of oratorical style it was curiously subdued, lacking the tone and rhythm that characterised the southern Baptist church where King was a preacher.

In terms of content, the most significant section of the speech was not its 'Dream' section but an earlier passage which detailed the real reason that lay behind the gathering at the March on Washington: that black Americans had been given a 'bad cheque' at the time of their supposed emancipation 100 years previously, which they were now coming to Washington to demand to be cashed.

The idea of a 'Dream' caused consternation: King's colleagues judged it repetitive to the point of cliché; radical student activists were dismayed to hear a black leader dreaming of a far-off future.

For those who had not heard King's oratory previously, however, the reaction was altogether different, and this is where the genius of the speech truly lies.

Deep in the White House, President John F. Kennedy openly declared that King was 'damn good'. Northern white liberals, who provided much of the Democrats' electoral base, were deeply impressed by his level-headed demeanour and statesmanlike tone.

## D BRIAN WARD

'I Have a Dream' is rightly considered one of the most important speeches of modern history, yet its significances and meanings are often misunderstood.

While it is impossible not to sympathise with the sentiments expressed in the stirring finale, as King imagines a world of interracial harmony where people 'will not be judged by the color of their skin but by the content of their character,' too much emphasis on the 'Dream' can obscure other important aspects of King's magnificent oration.

The speech is filled with barely concealed frustration at the slow pace of federal action to support black civil and voting rights.

Brilliantly blending politics with his inspiring social vision, King starts by reminding white Americans of the continuing abuse of black rights (African-Americans generally did not need reminding). He goes on to condemn the gap between America's democratic ideals and the realities of its racial practices. Finally, he hints at the dire consequences of failing to address these issues immediately (the speech is haunted by the spectre of more militant black protest if non-violent demands for basic citizenship rights are not met).

