5 DREAMS AND PERSONALITY

Unit 5 discusses the relationship between personality theories and dream analysis. The first listening extract, from a lecture, outlines and contrasts the approaches of Freud and Jung and introduces the different types of research: primary and secondary, and qualitative and quantitative methods of analyzing data. The second listening extract is from a seminar about research into the most common themes in dreams.

Skills focus

Listening

- understanding 'signpost language' in lectures
- using symbols and abbreviations in note-taking

Speaking

- making effective contributions to a seminar

Vocabulary focus

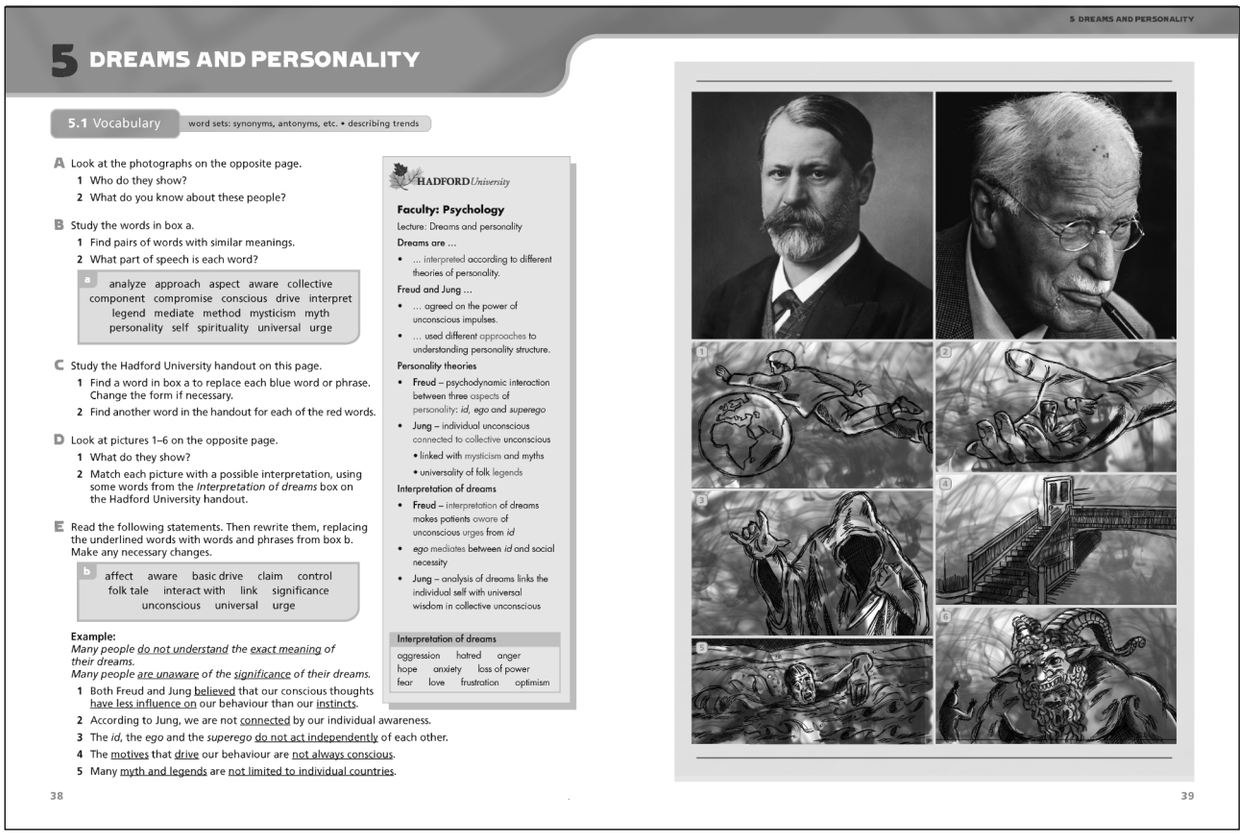
- word sets: synonyms, antonyms, etc.
- common lecture language

Key vocabulary

accumulation	drive	psyche
analysis	enactment	psychodynamic
ancestors	energy	recall
ancient	free association	repressed
anxiety	image	self
aware	interpret	symbol
collective	legend	unconscious
completeness	mediate	universal
compromise	motivation	urge
conscious	mysticism	wholeness
defence mechanism	myth	wisdom
disguised	neurosis	

ESAP Psychology TB U5 _V1_ESAP Banking TB U1 04/08/2010 10:20 Page 73

5.1 Vocabulary



5 DREAMS AND PERSONALITY

5 DREAMS AND PERSONALITY

5.1 Vocabulary — word sets: synonyms, antonyms, etc. • describing trends

A Look at the photographs on the opposite page.
1 Who do they show?
2 What do you know about these people?

B Study the words in box a.
1 Find pairs of words with similar meanings.
2 What part of speech is each word?

a
analyze approach aspect aware collective component compromise conscious drive interpret legend mediate method mysticism myth personality self spirituality universal urge

C Study the Hadford University handout on this page.
1 Find a word in box a to replace each blue word or phrase. Change the form if necessary.
2 Find another word in the handout for each of the red words.

D Look at pictures 1–6 on the opposite page.
1 What do they show?
2 Match each picture with a possible interpretation, using some words from the *Interpretation of dreams* box on the Hadford University handout.

E Read the following statements. Then rewrite them, replacing the underlined words with words and phrases from box b. Make any necessary changes.

b
affect aware basic drive claim control folk tale interact with link significance unconscious universal urge

Example:
Many people do not understand the exact meaning of their dreams.
Many people are unaware of the significance of their dreams.

1 Both Freud and Jung believed that our conscious thoughts have less influence on our behaviour than our instincts.
2 According to Jung, we are not connected by our individual awareness.
3 The *id*, the *ego* and the *superego* do not act independently of each other.
4 The motives that drive our behaviour are not always conscious.
5 Many myth and legends are not limited to individual countries.

38

HADFORD *University*

Faculty: Psychology

Lecture: Dreams and personality

Dreams are …
- … interpreted according to different theories of personality.

Freud and Jung …
- … agreed on the power of unconscious impulses.
- … used different approaches to understanding personality structure.

Personality theories
- **Freud** – psychodynamic interaction between three aspects of personality: *id*, *ego* and *superego*
- **Jung** – individual unconscious connected to collective unconscious
  - linked with mysticism and myths
  - universality of folk legends

Interpretation of dreams
- **Freud** – interpretation of dreams makes patients aware of unconscious urges from *id*
- *ego* mediates between *id* and social necessity
- **Jung** – analysis of dreams links the individual self with universal wisdom in collective unconscious

Interpretation of dreams

aggression hatred anger hope anxiety loss of power fear love frustration optimism

39

General note

Read the *Vocabulary bank – Vocabulary sets* at the end of the Course Book unit. Decide when, if at all, to refer your students to it. The best time is probably at the very end of the lesson or the beginning of the next lesson, as a summary/revision.

Lesson aims

- gain an understanding of lexical cohesion in texts through building word sets, synonyms and opposites/converses
- use appropriate language for describing trends

Introduction

Do some vocabulary revision from the previous units. For example:

1 Choose some words with different meanings in general English and psychology (see Units 1 and 2). Ask students to say or write two sentences using each word with a different meaning. Some examples are: *drive, behaviour, condition, personality, construct, mind, profile, identity, characteristic,* etc. If necessary, students can work with their dictionaries.
2 Choose some prefixes and suffixes (see Units 1 and 4). Write them on the board. Ask students to give the meaning of the affix and an example of a word.
3 Dictate some of the key vocabulary from Unit 3. Ask students to check their spellings (with a dictionary) and group the words according to their stress patterns.

Exercise A

Set both questions for pairwork discussion and whole class feedback. Some students may be able to identify Freud and Jung – if not, tell them who they are and elicit more information. Collate on the board in a spidergram (this will illustrate one note-taking style in advance of the listening exercises later in the unit).

Answers

Model answers:

1 Sigmund Freud and Carl Gustaf Jung.
2 Information may include: Freud – Austrian, physician (6 May, 1856–23 September, 1939) – Oedipus complex/dream analysis/free association/id/ego/superego; Jung – Swiss psychiatrist (26 July, 1875–6 June, 1961) – collective unconscious/myth/mysticism.

Further details can be found on Wikipedia (a good starting point for researching a new topic) at: http://en.wikipedia.org/wiki/Freud and http://en.wikipedia.org/wiki/Jung

Exercise B

The purpose of this exercise is to build sets of synonyms. This not only helps in understanding textual cohesion, but is useful for paraphrasing.

Set both questions for pairwork. Students should look for pairs of words/items. Tell them to use their dictionaries if necessary to check the grammatical information, and to note if they find other words with similar meanings.

Feed back with the whole class, building up a table on the board, and eliciting other words which can be used with the same meaning.

Answers

Model answers:

See table below.

Exercise C

Set for individual work and pairwork checking. Feed back with the whole class. Discuss alternative ideas and decide whether they are acceptable. Check the meaning of any unknown words in the text (e.g., *myth, mysticism*).

Answers

Model answers:

1 **Dreams are …**

- … (*interpreted*) analyzed according to different theories of personality.

Freud and Jung …

- … agreed on the power of unconscious impulses.
- … used different (*approaches*) methods to understanding personality structure.

Personality theories

- **Freud –** psychodynamic interaction between three (*aspects*) components of (*personality*) self: *id*, *ego* and *superego*
- **Jung –** individual unconscious connected to (*collective*) universal unconscious
- linked with (*mysticism*) spirituality and myths
- universality of folk (*legends*) myths

Interpretation of dreams

- **Freud –** interpretation of dreams makes patients (*aware*) conscious of unconscious urges from *id*
- *ego* **compromises** between *id* and social necessity
- **Jung –** analysis of dreams links the individual self with universal wisdom in collective unconscious

2

connected to	linked with
interpretation	understanding
urges	impulses

Exercise D

Set both questions for pairwork and discussion. Do not comment or correct at this point.

Elicit the word *dreams* and write it on the board. Explain that according to Freud, dreams are one form of *compromise* between conflicting parts of the personality. Other forms of compromise are *neurosis* and *defence mechanisms*. In this context, *compromise* is a hypernym, a general term for a mechanism for resolving conflict; *dreams, neurosis* and *defence mechanisms* are hyponyms, specific types of compromise as defined by Freud. Ask students to work in pairs to describe the content (image) of each of the pictures. Feed back and write answers in a column on the board under 'content'. Then ask them to speculate about the psychological interpretation of each dream and classify the dreams under types in a second column, 'possible interpretation'. Accept justifiable

Word / phrase 1	Part of speech	Word / phrase 2	Part of speech	Words with similar meanings/notes
analyze	v (T)	interpret	v (T)	break down, understand
approach	n (C) v (T/I)	method	n (C)	attitude, system, means, way
aspect	n (C)	component	n (C)	part, element, characteristic
aware	adj	conscious	adj	mindful, knowing
collective	adj n (C)	universal	adj	communal, common, joint, shared
compromise	n (C) v (I)	mediate	v (I)	negotiate, concede, cooperate
drive	n (C) v (T/I)	urge	n (C) v (I)	impel (v), impulse (n), instinct, motivation
legend	n (C)	myth	n (C)	fable, traditional folk tale
mysticism	n (U)	spirituality	n (U)	religion
personality	n (U/C)	self	n (C)	personal (adj), character, traits, identity

ESAP Psychology TB U5 _V1_ESAP Banking TB U1 04/08/2010 10:20 Page 75

interpretations and allow discussion to develop. Students will have their own experiences and interpretations of common dreams.

Explain that the interpretation of any dream varies from person to person, depending on how they feel about the dream, but the most common emotion underlying dreams is *anxiety*. Dreams can also express fear, aggression, powerlessness and sexual urges.

Answers

Model answers:

image	possible interpretation
1 person flying	power/anxiety over current situation
2 person holding teeth in hand (losing teeth)	loss of power, anxiety about appearance
3 cloaked person with knife	fear, anger, aggression, hatred
4 staircase leading to closed door	frustration, birth memory
5 person swimming in stormy water	power/anxiety about emotional situation
6 giant, monster	fear of authority figure

Exercise E

Accept all possible answers. Discuss in groups and feed back on the board.

Answers

Model answers:

1 Both Freud and Jung claimed that our conscious thoughts do not affect our behaviour as much as our basic drives.

2 According to Jung, we are not linked by our individual awareness.

3 The *id*, the *ego* and the *superego* interact with each other.

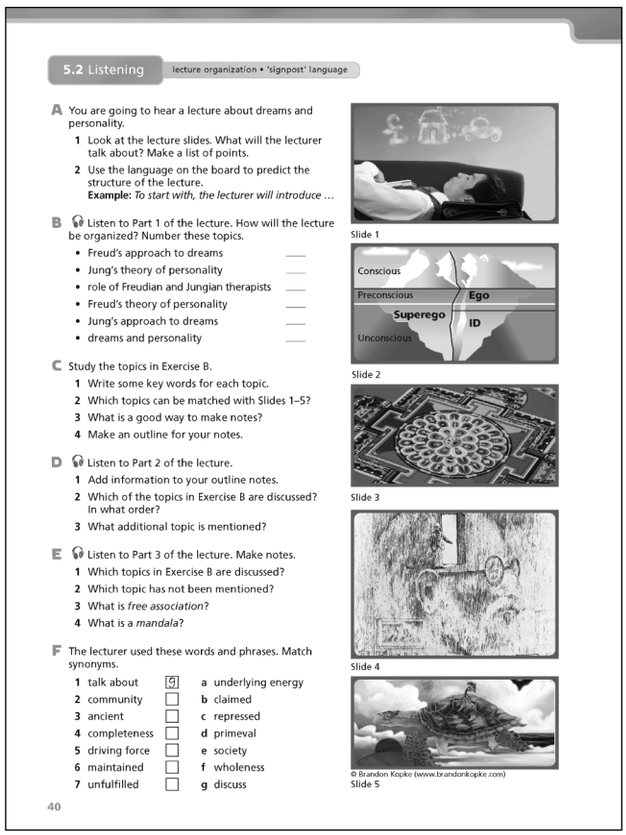
4 The urges that control our behaviour are sometimes unconscious.

5 Many folk tales are universal.

Closure

Refer students to images 1–6 and ask them to complete an anonymous survey to find how many members of the class have had these dreams. A simple list of the dreams for students to tick will give you enough information to complete a chart on the board. Ask students to discuss the results. This activity prepares students for the research task in Lesson 5.4.

5.2 Listening



5.2 Listening — lecture organization • 'signpost' language

A You are going to hear a lecture about dreams and personality.
1 Look at the lecture slides. What will the lecturer talk about? Make a list of points.
2 Use the language on the board to predict the structure of the lecture.
Example: *To start with, the lecturer will introduce …*

B Listen to Part 1 of the lecture. How will the lecture be organized? Number these topics.
- Freud's approach to dreams ___
- Jung's theory of personality ___
- role of Freudian and Jungian therapists ___
- Freud's theory of personality ___
- Jung's approach to dreams ___
- dreams and personality ___

C Study the topics in Exercise B.
1 Write some key words for each topic.
2 Which topics can be matched with Slides 1–5?
3 What is a good way to make notes?
4 Make an outline for your notes.

D Listen to Part 2 of the lecture.
1 Add information to your outline notes.
2 Which of the topics in Exercise B are discussed? In what order?
3 What additional topic is mentioned?

E Listen to Part 3 of the lecture. Make notes.
1 Which topics in Exercise B are discussed?
2 Which topic has not been mentioned?
3 What is *free association*?
4 What is a *mandala*?

F The lecturer used these words and phrases. Match synonyms.

1 talk about	☑	a	underlying energy
2 community	☐	b	claimed
3 ancient	☐	c	repressed
4 completeness	☐	d	primeval
5 driving force	☐	e	society
6 maintained	☐	f	wholeness
7 unfulfilled	☐	g	discuss

40

Slide 1

Slide 2

Slide 3

Slide 4

© Brandon Kopke (www.brandonkopke.com)
Slide 5

General note

Read the *Skills bank – Signpost language in a lecture* at the end of the Course Book unit. Decide when, if at all, to refer students to it. The best time is probably at the very end of the lesson or the beginning of the next lesson, as a summary/revision.

Lesson aims

- improve comprehension through understanding of signposts and lexical cohesion
- deal with disorganization in lectures/fractured text

Further practice in:

- predicting content from own background knowledge and from the lecture introduction
- using the introduction to decide the best form of notes to use

Introduction

1 Review key vocabulary by writing a selection of words from Lesson 5.1 on the board and asking students to put the words in groups, giving reasons for their decisions.

2 Remind students about preparing for a lecture. If you wish, review Unit 1 *Skills bank – Making the most of lectures*.

Exercise A

Remind students that when lecturers begin their talks, they usually provide their listeners with an outline. Remind/tell students about the signpost language which speakers use at the beginning to list the areas they will cover. On the board, build the table below, eliciting suggestions from the students. Alternatively (or in addition), you could refer to the *Skills bank* at this point.

Sequencing words		Verbs
To start with, Firstly,	I'll	begin/start by …ing discuss examine consider mention talk about look at define give a(n) outline/overview/ definition/summary of … end/finish/conclude by …ing
Secondly, Then … After that,		
Finally,		

Language note

Speakers will usually avoid repeating words. So they would be unlikely to say *To start with, I'll start by … .*

Refer students to the lecture slides. Set the exercise for pairwork.

Ask students to feed back their possible lecture ideas to the whole class using the signpost language on the board to order their points. One possibility is given below.

Answer

Possible answer:

To start with, the lecturer will introduce the topic of dreams. After that, he/she will talk about Freud's theory of personality. Then he/she will introduce Jung's view. He/she will finish by looking at myths.

ESAP Psychology TB U5 _V1_ESAP Banking TB U1 04/08/2010 10:20 Page 77

Exercise B

Tell students they are only going to hear the introduction to the lecture. Give students time to read the topics. Check that they understand the meaning. Remind them they will only hear the introduction once, as in a lecture. Tell them to listen out for the signpost language on the board. While they listen, they should number the topics from 1–6 in the order in which the lecturer will talk about them.

Play Part 1. Allow students to compare answers. Feed back. Ask students to say what signpost language they heard related to each topic. Confirm the correct answers.

Answers

Freud's approach to dreams – 4 (*After that, ...*)

Jung's theory of personality – 3 (*Then I'll outline ...*)

role of Freudian and Jungian therapists – 6 (*Finally, I'll ...*)

Freud's theory of personality – 2 (*First of all, I'll ...*)

Jung's approach to dreams – 5 (*... and Jung's method of ...*)

dreams and personality – 1 (*Today, we're going to look at ... I'm going to talk about ...*)

Transcript 1.21

Part 1

Good afternoon. Today, we're going to look at dreams … a topic we all know something about. In this lecture, I'm going to talk about the relationship between personality theories and dream analysis. Later on, in your seminars, you'll be able to discuss this relationship in more detail. OK … umm … I'm going to discuss Freud and Jung and … er … how their theories of personality, or self, influenced the way they interpreted dreams. Now, although they shared many views, they did differ on key issues. And that's the focus of my lecture. First of all, I'll describe Freud's theory of personality, including the *ego*, the *id* and the *superego*. Then I'll outline Jung's theory, based on the concept of the *collective unconscious*. After that, I'll relate Freud's approach to dream analysis, using *free association* and Jung's method of relating dreams to universal myths. Finally, I'll … er … discuss the different roles of Freudian and Jungian therapists.

Exercise C

1 Set for pairwork. Divide the topics up among the pairs so that each pair concentrates on one topic. Feed back. Accept any reasonable suggestions.

2 Refer students to the lecture slides. Students should try to guess which of the topics each slide could refer to. Set for individual work and pairwork checking. Feed back but do not confirm or correct yet.

3 Elicit suggestions from the whole class. If you wish, refer students to Unit 1 *Skills bank*.

4 Set for individual work. Students should prepare an outline on a sheet of paper preferably using either numbered points (with enough space between the points to allow for notes to be added) or a mind map/spidergram (see example below).

Answers

Possible answers:

1 Some key words are:

Freud's approach to dreams – *free association*

Jung's theory of personality – *collective unconscious, 'mandala', completeness*

role of Freudian and Jungian therapists – *encourage, free association, connect, ancient wisdom*

Freud's theory of personality – *ego, id, superego*

Jung's approach to dreams – *universal myths, legends, creation of myths*

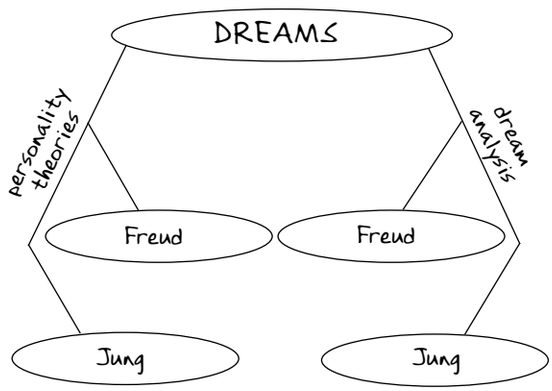
dreams and personality – *personality theory, dream analysis, interpret, self*

2 Accept any reasonable answers with good justifications.

Language note

Explain that *mandala* is a Sanskrit (ancient Indian) word meaning *circle*.

3/4 Example of spidergram:



Methodology note

There is no need to teach all the words given in the model answers for question 1. However, if students suggest words that others do not know, it would, of course, be reasonable to check/clarify meanings of such words at this point.

Exercise D

Tell students to use their outline from Exercise C to take notes. Which topics do they expect to hear in this section?

Play Part 2. Put students in pairs to compare their notes and discuss the questions.

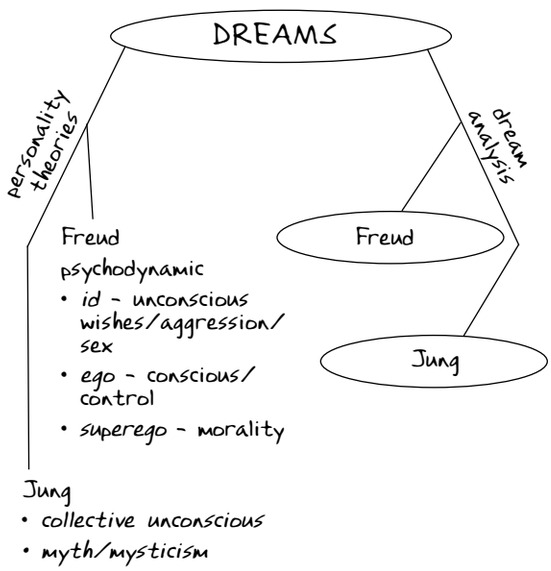
Feed back. When it becomes clear that the lecturer did not actually stick to the plan in the introduction, say that this happens very often in lectures. Lecturers are human! Although it is a good idea to prepare outline notes, students need to be ready to alter and amend these. Discuss how best to do this. One obvious way is to use a non-linear approach such as a mind map or spidergram, where new topics can easily be added.

After checking answers to questions 2 and 3, build a complete set of notes on the board as in the example in the Answers section.

Answers

Possible answers:

1 Example notes:



2 Discussed first: Freud's theory of personality; second: Jung's theory of personality.

3 Myth and mysticism.

Transcript 1.22

Part 2

OK, first of all, let's look at Freud's psychodynamic theory of personality. Freud believed that the personality is comprised of three components: the *id*, the *ego* and the *superego*, and that the unconscious plays a major role in directing our daily behaviour. So, according to Freud, the *id* is a part of our psyche that represents our unconscious wishes. Basically, the id drives our aggression and our sexual desires. In contrast to the id, the *ego*, which is the conscious aspect of the personality, controls our primitive urges and allows us to live harmoniously in a community. To put it another way, the ego mediates between the id and our need to live in a society.

Now, I'm going to move on to talk about Jung's theory of personality. Actually, Jung agreed with Freud that the unconscious drives our behaviour, but Jung believed that the individual self is a part of the collective unconscious. Sorry … speaking of Freud, I forgot to mention the third element of his personality theory, the *superego*. This is the part of the psyche that controls our moral decisions, and the mechanism for coordinating these three aspects is known as a *compromise*.

Erm … where was I? Right, to get back to Jung. Essentially, Jung believed in the existence of a *collective unconscious*. By that, he meant the unconscious accumulation of human experience throughout the evolution of the species. I think his theory of the collective unconscious is really very interesting, particularly as it can branch out into myth and even mysticism.

Exercise E

Ask students what they expect to hear about in the next part. Refer students to their outline again. Give them time to read the questions. Note that the final part of the lecture will be heard in Lesson 5.3, but there is no need to tell them this at this point. Play Part 3. Set the questions for pairwork. Students should use their notes to help them answer the questions.

Feed back. Note that there is no need to build a set of notes on the board at this point – this will be done in Lesson 5.3. Ask students if they can remember what the lecturer was talking about when she lost her place (collective unconscious) and exactly what she *said* to indicate that she had lost her place (*Erm … where was I? Right, …*).

ESAP Psychology TB U5 _V1_ESAP Banking TB U1 04/08/2010 10:20 Page 79

Answers

Model answers:

1 Freud's approach to dreams; Jung's approach to dreams.
2 Role of Freudian and Jungian therapists.
3 Allowing your mind to make unrestricted connections between ideas and words (a little like brainstorming).
4 An ancient symbol of completeness or wholeness, like the circle.

Transcript 1.23

Part 3

Anyway, um ... now, moving on to approaches to dream analysis. Basically, as I mentioned before, Freud and Jung agreed that the unconscious is the driving force behind our behaviour. And ... um ... in fact ... they also agreed that dreams were the gateway to the unconscious, or, as Freud put it, 'the royal road to the unconscious'. However, because their views of the internal workings of the psyche were so different, they approached the interpretation of dreams from different angles too.

First, let's look at Freud. According to Freud, the underlying energy guiding our behaviour is both unconscious and motivated by unfulfilled sexual urges. Freud maintained that by recalling and analyzing dreams, his patients could become aware of their unconscious instincts, controlled by the *id*, and make them conscious, bringing them under the control of the *ego*. Obviously, this isn't automatic. He believed that the psychotherapist has an important role to play by encouraging the patient to relate the images in their dreams with the first word that comes to mind, in a process called *free association*.

Right … Now, I'd like to turn to Jung's approach to dream analysis. Jung, as I mentioned before, believed that our individual unconscious was part of a collective unconscious. In his book *Freud and the Post-Freudians*, Brown claimed that we can see evidence of this in the universal nature of myths, and images of completeness, such as the circle. For example, if you look at Slide 3, you can see a 'mandala', an ancient symbol of wholeness. So, actually, Jung didn't agree with Freud that dreams were just disguised enactments of repressed desires. Jung believed that dreams link us with the accumulated knowledge of our ancestors. So, for a Jungian, dream analysis is much more to do with connecting with this ancient wisdom.

Exercise F

This gives further practice in identifying words and phrases used synonymously in a particular context.

Set for individual work and pairwork checking.

Answers

1 g, 2 e, 3 d, 4 f, 5 a, 6 b, 7 c.

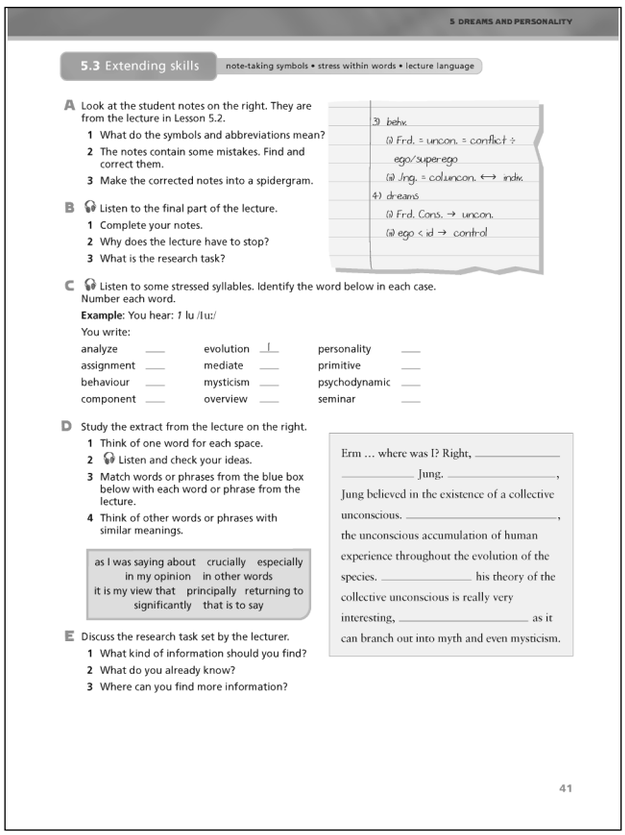
Closure

Check that students understand some of the concepts and vocabulary in the unit so far, including:

- Freud and Jung's theories of personality structure.
- the influence of the unconscious on behaviour.
- the function of dreams in psychoanalysis.
- the connection between dreams and myth.

Note: Students will need their lecture notes from this lesson in Lesson 5.3.

5.3 Extending skills



5 DREAMS AND PERSONALITY

5.3 Extending skills — note-taking symbols • stress within words • lecture language

A Look at the student notes on the right. They are from the lecture in Lesson 5.2.
1 What do the symbols and abbreviations mean?
2 The notes contain some mistakes. Find and correct them.
3 Make the corrected notes into a spidergram.

3) behv.
(i) Frd. = uncon. = conflict ÷ ego/superego
(ii) Jng. = col.uncon. ↔ indiv.
4) dreams
(i) Frd. Cons. → uncon.
(ii) ego < id → control

B Listen to the final part of the lecture.
1 Complete your notes.
2 Why does the lecture have to stop?
3 What is the research task?

C Listen to some stressed syllables. Identify the word below in each case. Number each word.
Example: You hear: *1* lu /luː/
You write:

analyze ___	evolution _1_	personality ___
assignment ___	mediate ___	primitive ___
behaviour ___	mysticism ___	psychodynamic ___
component ___	overview ___	seminar ___

D Study the extract from the lecture on the right.
1 Think of one word for each space.
2 Listen and check your ideas.
3 Match words or phrases from the blue box below with each word or phrase from the lecture.
4 Think of other words or phrases with similar meanings.

as I was saying about crucially especially in my opinion in other words it is my view that principally returning to significantly that is to say

Erm … where was I? Right, _____ _____ Jung, _____, Jung believed in the existence of a collective unconscious. _____, the unconscious accumulation of human experience throughout the evolution of the species. _____ his theory of the collective unconscious is really very interesting, _____ as it can branch out into myth and even mysticism.

E Discuss the research task set by the lecturer.
1 What kind of information should you find?
2 What do you already know?
3 Where can you find more information?

41

Lesson aims

- use symbols in note-taking
- understand and use lecture language such as stance adverbials (*obviously, naturally*), restatement (*By that I mean …*) and other commentary-type phrases (*As I mentioned before …*).

Further practice in:

- stress within words
- asking for information
- formulating polite questions

Introduction

As in Unit 3, encourage students to ask you questions about the information in the lecture in Lesson 5.2 as if you were the lecturer. Remind them about asking for information politely. If they can't remember how to do this, you could tell them to revise the *Skills bank* for Unit 3.

Put students in pairs. Student A must ask Student B about the information in the lecture in Lesson 5.2 to help him/her complete the notes from the lecture. Then they reverse roles. Again, they can revise language for this in the *Skills bank* for Unit 3.

Exercise A

1 Revise/introduce the idea of using symbols and abbreviations when making notes. Ask students to look at the example notes and find the symbols and abbreviated forms. Do they know what these mean? If not, they should try to guess.

If you wish, expand the table in the Answers section below with more symbols and abbreviations that will be useful for the students. There is also a list at the back of the Course Book for students' reference.

2 Ask students to tell you what kind of notes these are (linear and numbered). Set the question for pairwork. Students will need to agree what the notes are saying and then make the corrections.

3 Set for individual work. Feed back with the whole class and build the spidergram in the Answers section on the board.

Answers

Model answers:

1

Symbol/abbreviation	Meaning
behv.	behaviour
Frd.	Freud
=	equals, the same as, is
uncon.	unconscious
÷	between
Jng.	Jung
col.uncon.	collective unconscious
↔	connected with
indiv.	individual
→	leads to/influences/connected with/becomes
cons.	conscious
<	less than/smaller than/less powerful

2 Suggested corrections:

3) behav.

(i) Frd. = uncon. = conflict ÷ id/ego/superego

(ii) Jng. = indiv. uncon. = part of col. uncon.

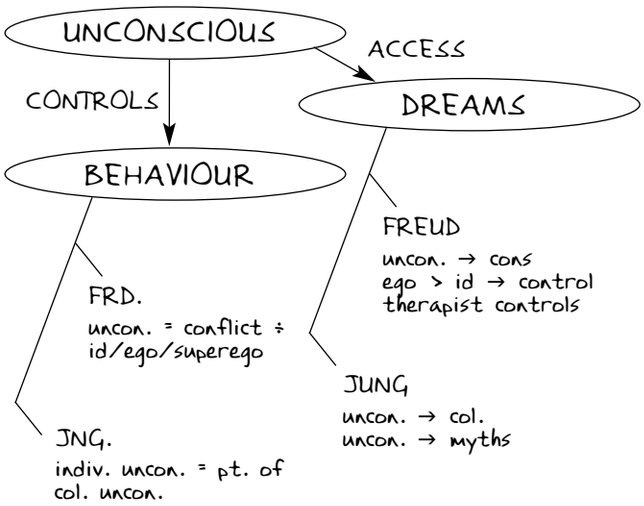
4) dreams

(i) Frd. uncon. → cons.

(ii) ego ≥ id → control

ESAP Psychology TB U5 _V1_ESAP Banking TB U1 04/08/2010 10:20 Page 81

3 Example notes:



Language note

Some abbreviations are universal and some are personal. People often develop their own personal system of symbols and abbreviations. For example, = for 'is/equals' is used by many people, but *uncon.* is an example of a longer word abbreviated by the individual who wrote these notes.

Exercise B

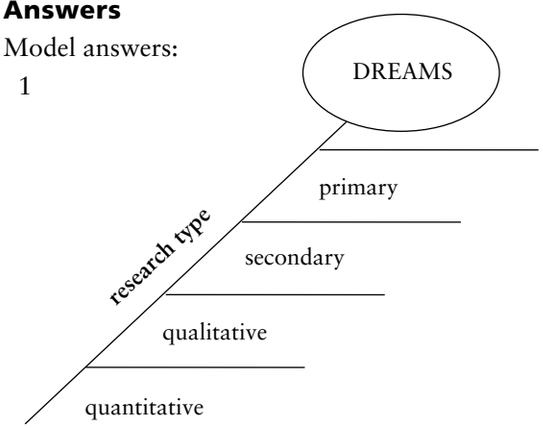
Tell students they will hear the final part of the lecture. Give them time to read the questions. They should make notes.

Play Part 4. Put students in pairs to compare their notes and discuss the questions. Feed back. For question 2, ask students if they can remember the exact words used by the lecturer (*oh dear ... sadly, I see that we've run out of time*).

Answers

Model answers:

1



2 Because there is no more time.

3 The research task is to find different ways of researching into common dream themes.

Transcript 1.24

Part 4

So, how does a psychologist find out about the content and the meaning of dreams? Well, by research, naturally. But there are several ways of researching the internal workings of the mind. For example ... in the case of primary research, you collect your own data. Secondary research involves reading the results of other researchers' experiments. Once you've collected your information, you decide whether to analyze it qualitatively or quantitatively. However, ... oh dear ... sadly, I see we've run out of time. This means I'll have to ask *you* to do some research. I'd like you to find a number of different methods of carrying out research into common dream themes. We'll discuss what you've discovered the next time I see you.

Exercise C

Remind students of the importance of stressed syllables in words (see the teaching notes for Unit 3.3, Exercise A). Play the recording, pausing after the first few to check that students understand the task.

Feed back, perhaps playing the recording again for each word before checking. Ideally, mark up an OHT of the words.

Answers

analyze	5
assignment	8
behaviour	9
component	12
evolution	1
mediate	7
mysticism	4
overview	2
personality	3
primitive	10
psychodynamic	6
seminar	11

Transcript 1.25

1 evo'lution
2 'overview
3 perso'nality
4 'mysticism
5 'analyze
6 psychody'namic
7 'mediate
8 a'ssignment
9 be'haviour
10 'primitive
11 'seminar
12 com'ponent

Exercise D

This exercise gives students a chance to focus on some typical lecture language.

1 Set for pairwork. Students should try to think of a word for each of the blank spaces.

   Note that they should *not* try to use the words from the box for this. Do not feed back at this point.

2 Tell students they will hear the sentences from the lecture and should fill in the missing words as they listen. There will be pauses at the end of each sentence but you will play the recording straight through without stopping (as a kind of dictation). Feed back with the whole class, playing the sentences again if necessary. Check the meanings and functions of the words and phrases. Point out the fixed phrases (in italics in the text), and encourage students to learn these. Ask students to repeat the sentences for pronunciation practice, making sure that the stress and intonation are copied from the model.

3 Set for individual work and pairwork checking. Students should check in their dictionaries for meanings or pronunciations of words from the box that they don't know. Feed back, building the first two columns of the table in the Answers section on the board.

4 Elicit suggestions from the whole class for a third column: 'Other similar words'.

   If you wish, students can practise saying the sentences in question 2, but this time with words from questions 3 and 4.

After completing Exercise D, students can be referred to the *Vocabulary bank – Stance* and the *Skills bank – Signpost language in a lecture* for consolidation.

Answers

Model answers:

1/2 Erm … where was I? Right, to get back to Jung. Essentially, Jung believed in the existence of a collective unconscious. By that he meant the unconscious accumulation of human experience throughout the evolution of the species. I think his theory of the collective unconscious is really very interesting, particularly as it can branch out into myth and even mysticism.

3/4

Word/phrase from the lecture	Words/phrases from the box	Other similar words/phrases
to get back to	as I was saying about, returning to	to return to
essentially	crucially, significantly	importantly, vitally, fundamentally
By that he meant,	that is to say, in other words	What I mean is… or, to put it another way
I think	in my opinion, it is my view that	I believe, I consider, from my point of view
particularly	especially, principally	mainly, primarily, for the most part

Transcript 1.26

Er … where was I? Right, to get back to Jung.

Essentially, Jung believed in the existence of a *collective unconscious*.

By that, he meant the unconscious accumulation of human experience throughout the evolution of the species.

I think his theory of the collective unconscious is really very interesting, particularly as it can branch out into myth and even mysticism.

Language note

There are three main categories of language here:

1 Stance markers. These are words or phrases that speakers use to show what they feel or think about what they are saying. Adverbs used like this are generally (though not always) positioned at the beginning of the sentence.

2 Phrases used to indicate a restatement. It is very important for students both to understand and to be able to use these, since speakers frequently need to repeat and explain their points.

3 Phrases used to show that the speaker has deviated from the main point and is now about to return to it. Again, this type of phrase is very common in lectures and discussions.

ESAP Psychology TB U5 _V1_ESAP Banking TB U1 04/08/2010 10:20 Page 83

Exercise E

Remind students of the task set by the lecturer at the end of Part 4. Set the questions for pairwork discussion. Students should first list the sort of information they will need to find, then discuss and make notes on what they already know. Then they should compile a list of possible sources of information.

Feed back on all three questions with the whole class. Do not discuss at this point, as the topic will be taken up in the next lesson.

If you wish, you can tell students to focus on only *one* of the types of research in preparation for Lesson 5.4, and to follow up on one of their references, not forgetting to record the necessary bibliographical details. Since this will act as preparation for Exercise G, you need to make sure that there are equal numbers of students investigating each type of research.

Answers

Possible answers:

1 Descriptions of research methods in psychology, discussion of advantages and disadvantages.

2 Answers depend on the students.

3 Internet, library, subject textbooks, encyclopedias, academic journals, etc.

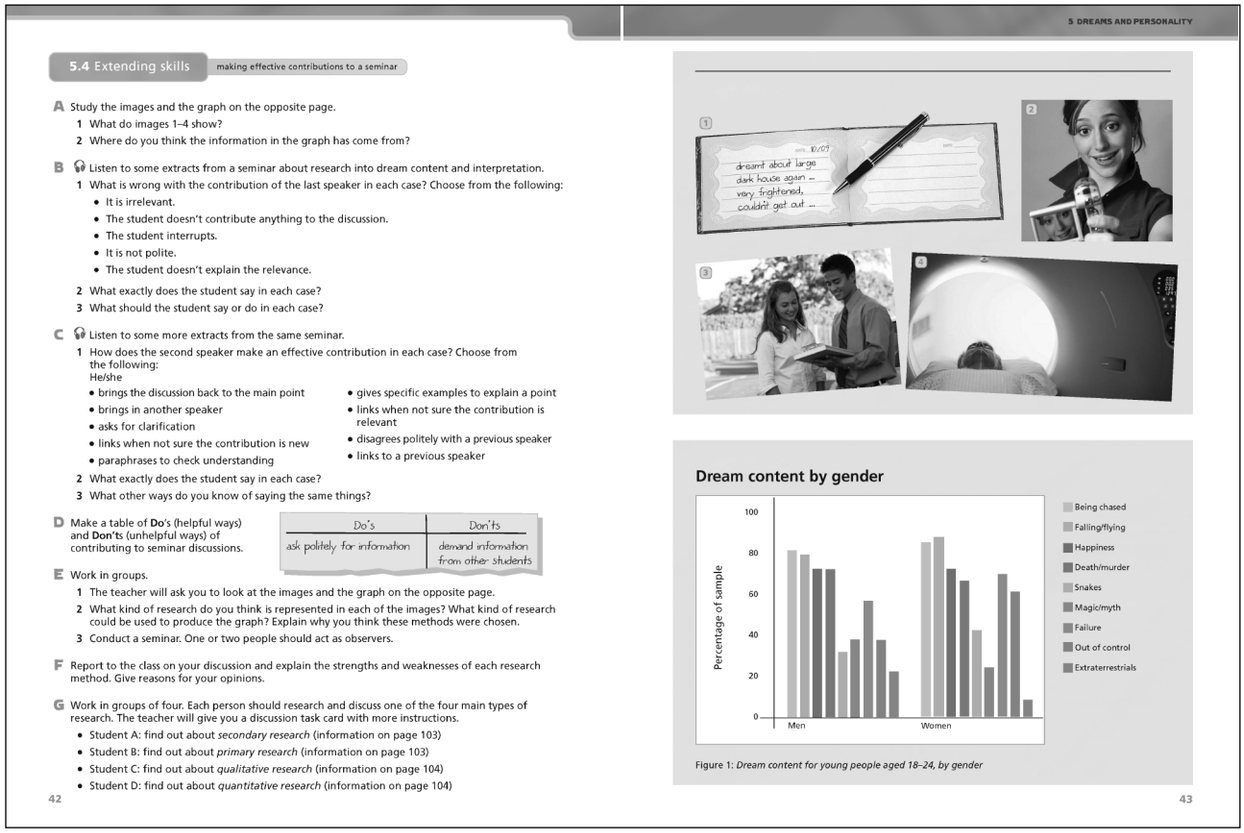
Closure

Play a version of the game 'Just a minute'. Put students in groups of four. Give them an envelope in which they will find topics written on slips of paper. Students take turns to take a slip of paper from the envelope and then talk for one minute on the topic. Encourage them to use as many of the words and phrases from Exercises C and D as they can. Each person should talk for up to a minute without stopping. If they can talk for one minute they get a point. If they deviate from their topic or can't think of anything more to say, they have to stop. The person who has the most points is the winner.

Suggestions for topics follow. Or if you prefer, you can use other topics suggested by students.

- types of dreams
- Freud
- Jung
- personality models
- interpreting dreams
- recurring dreams
- nightmares
- daydreaming
- sleepwalking

5.4 Extending skills



5 DREAMS AND PERSONALITY

5.4 Extending skills — making effective contributions to a seminar

A Study the images and the graph on the opposite page.
1 What do images 1–4 show?
2 Where do you think the information in the graph has come from?

B Listen to some extracts from a seminar about research into dream content and interpretation.
1 What is wrong with the contribution of the last speaker in each case? Choose from the following:
- It is irrelevant.
- The student doesn't contribute anything to the discussion.
- The student interrupts.
- It is not polite.
- The student doesn't explain the relevance.

2 What exactly does the student say in each case?
3 What should the student say or do in each case?

C Listen to some more extracts from the same seminar.
1 How does the second speaker make an effective contribution in each case? Choose from the following:
He/she
- brings the discussion back to the main point
- brings in another speaker
- asks for clarification
- links when not sure the contribution is new
- paraphrases to check understanding
- gives specific examples to explain a point
- links when not sure the contribution is relevant
- disagrees politely with a previous speaker
- links to a previous speaker

2 What exactly does the student say in each case?
3 What other ways do you know of saying the same things?

D Make a table of **Do's** (helpful ways) and **Don'ts** (unhelpful ways) of contributing to seminar discussions.

Do's	Don'ts
ask politely for information	demand information from other students

E Work in groups.
1 The teacher will ask you to look at the images and the graph on the opposite page.
2 What kind of research do you think is represented in each of the images? What kind of research could be used to produce the graph? Explain why you think these methods were chosen.
3 Conduct a seminar. One or two people should act as observers.

F Report to the class on your discussion and explain the strengths and weaknesses of each research method. Give reasons for your opinions.

G Work in groups of four. Each person should research and discuss one of the four main types of research. The teacher will give you a discussion task card with more instructions.
- Student A: find out about *secondary research* (information on page 103)
- Student B: find out about *primary research* (information on page 103)
- Student C: find out about *qualitative research* (information on page 104)
- Student D: find out about *quantitative research* (information on page 104)

42

Dream content by gender

Figure 1: *Dream content for young people aged 18–24, by gender*

43

Lesson aims

- make effective and appropriate contributions to a seminar

Further practice in:

- speaking from notes
- reporting information

Introduction

Revise stance words and restatement/deviation phrases from the previous lesson. Give a word or phrase and ask students to give one with a similar meaning. Alternatively, give a sentence or phrase from the lecture in Lessons 5.2 and 5.3 and ask students to tell you the accompanying stance word or restatement phrase, e.g., *(By that I mean), the unconscious accumulation of human experience throughout the evolution of the species*.

Exercise A

1 Tell students to look at images 1–4 showing different research methods. Set for pairwork discussion.

2 Ask students to use what they know about research to speculate. Feed back, accepting any reasonable suggestions.

Answers

Possible answers:

1 They show examples of primary research methods in psychology:
- Self report: 1 dream journal, 2 video diary
- Case study: 3 interview with questionnaire
- Laboratory experiments: 4 PET scan machine

Explain that there are two main approaches to research:

- *primary:* data is collected by means of: psychometric tests, questionnaires, interviewing, free-form self recording, focus groups, self report
- *secondary:* data is collected from literature reviews, statistics and data analysis

Data collected by either method can by organized:

- qualitatively or quantitatively.

2 The information was collected by means of questionnaires and interviews (*primary research*). The data was entered into a database (Excel) and converted into a chart (*quantitative research*).

ESAP Psychology TB U5 _V1_ESAP Banking TB U1 04/08/2010 10:20 Page 85

Exercise B

In this exercise, students will hear examples of how *not* to contribute to a group discussion.

1/2 Allow students time to read the questions. Tell them they will hear five extracts. They should choose a different answer for each one. Set for individual work and pairwork checking. Play all the extracts through once.

Play the extracts a second time, pausing after each one. Students should write down the actual words, as in a dictation, then check in pairs. When students have completed questions 1 and 2, feed back with the whole class, maybe building up columns 1 and 2 of the table in the Answers section on the board.

3 Set for pairwork discussion. Feed back, adding a third column to the table on the board.

Answers

Model answers:

See table below.

Transcript 1.27

Extract 1

LECTURER: Right, Leila and Majed, what did you find out about common dream themes?

LEILA: Well, first of all, we looked on the Internet for references to dreams.

MAJED: I didn't dream about anything last night.

Extract 2

LECTURER: And what else did you do?

LEILA: We asked our classmates about their dreams. They were quite keen to tell us.

MAJED: That's rubbish. They obviously thought we were being nosey.

Extract 3

LECTURER: Leila, can you give us an explanation of the research method you were using?

LEILA: Well, yes, we were interviewing people with a questionnaire. So we were collecting original data, but we were relying on people's opinions.

LECTURER: What do the rest of you make of this? Evie, what about you?

EVIE: Well, erm ... I'm not sure really.

Extract 4

LECTURER: Majed, can you explain how you decided which questions to ask?

MAJED: Well, yes, we based them on the information we got from the websites.

JACK: So it's secondary.

Extract 5

LECTURER: What do you mean by 'secondary', Jack?

JACK: I mean it's an example of secondary research. They did two things – they asked someone for information and ...

EVIE: Actually, that's primary.

	Contribution is poor because	Exact words	How to improve
Extract 1	it is irrelevant	Majed: I didn't dream about anything last night.	say something relevant, e.g., *A lot of the websites are about psychics and dream interpretation.*
Extract 2	it is not polite	Majed: That's rubbish. They obviously thought we were being nosey.	use polite (tentative) language when disagreeing, e.g., *Actually, I wondered if some of them thought we were asking rather personal questions.*
Extract 3	the student doesn't contribute anything to the discussion	Evie: Well, erm ... I'm not sure really.	be ready to contribute something when brought into the discussion by the lecturer or other students.
Extract 4	the student doesn't explain the relevance	Jack: So it's secondary.	the comment is relevant to the topic but he doesn't explain why. He should say, for example, what he said later after the lecturer asked him to explain (i.e., *I mean it's an example of secondary research*)
Extract 5	the student interrupts	Evie: Actually, that's primary.	she should wait until the speaker has finished

Exercise C

1/2 This time students will hear good ways of contributing to a discussion. Follow the same procedure as for 1 and 2 in Exercise B above. This time they need to listen for the second speaker.

Again, when students have completed 1 and 2, feed back with the whole class, maybe building up a table on the board. If you wish, students can look at the transcript at the back of the Course Book.

3 Ask the whole class for other words or phrases that can be used for the strategy and add a third column to the table as below.

Answers

Model answers:

See table on next page.

Transcript 1.28

Extract 6

LECTURER: Let's go back to this graph for the moment to see how it can help with classifying dreams by gender. First of all, tell us about the variables you chose.

LEILA: Well, first we wanted to find out what kind of dreams were most common in general and then whether men or women were more likely to have certain dreams than others. Didn't we, Majed?

MAJED: Absolutely. Those were our only variables really. But we researched ten types of common dreams, so we ended up with a lot of information.

Extract 7

MAJED: We also made sure we matched genders in the interviews. Women interviewed women, and men interviewed men.

JACK: Sorry, I don't follow. Could you possibly explain why that's important?

MAJED: Well, basically we wanted to avoid embarrassment as far as possible.

Extract 8

EVIE: I don't understand how you managed to get the same information from each of the people you interviewed. Didn't they all have different dreams?

LEILA: Well, of course, people all have their own individual dreams, but many dreams have common themes. For example, lots of people dream they are being chased but can't run fast enough to get away.

Extract 9

MAJED: Yes, that's true. And what's so interesting is that themes are common across genders and nationalities.

JACK: If I understand you correctly, you're saying that it doesn't matter what sex you are or where you come from, you probably dream about the same things as your neighbour or your colleague at work.

MAJED: Yes, that's right.

Extract 10

LECTURER: This is all very interesting, isn't it?

EVIE: Yes, but if we just go back to the graph, we can see that some dreams, like being happy, are just as common for men and women. But isn't it interesting to see how much more men dream about extraterrestrials than women do?

LEILA: Yes, isn't it?

Extract 11

JACK: I think that's silly. I mean, men and women are fundamentally the same.

MAJED: I'm not sure that's true. I think men and women are brought up differently. So their dreams reflect different anxieties and insecurities.

Extract 12

LECTURER: So what do you think is the most important point about this graph?

EVIE: As Leila said earlier, it shows how dream themes are fairly evenly spread across the sexes, with a couple of exceptions.

Extract 13

LECTURER: Any other ideas?

JACK: I'm sorry. Has anybody made the point that even though themes may be universal, dreams are really about the individual?

LECTURER: Yes, actually. Leila did say that earlier, but it's an important point.

Extract 14

LECTURER: So what else could you say about the graph?

EVIE: I don't know if this is relevant, but there isn't any information in the graph about the specific ages of the young people. Maybe 18-year-olds have different dreams from 24-year-olds.

LECTURER: Yes, that's interesting. Perhaps that's another way to analyze the data.

ESAP Psychology TB U5 _V1_ESAP Banking TB U1 04/08/2010 10:20 Page 87

	Helpful strategy	Exact words	Other ways to say it
Extract 6	brings in another speaker	Leila: Didn't we, Majed?	*What do you think, Majed?* *What do you make of this, Majed?*
Extract 7	asks for clarification	Jack: Sorry, I don't follow. Could you possibly explain …?	*I don't quite understand. Could you say a bit more about …?*
Extract 8	gives specific examples to explain a point	Leila: Well, of course, people … For example, lots of people dream …	*For instance, …*
Extract 9	paraphrases to check understanding	Jack: If I understand you correctly, you're saying that it doesn't matter …	*So what you're saying is …*
Extract 10	brings the discussion back to the main point	Evie: Yes, but if we just go back to the graph, we can see that some dreams …	*Thinking about … If we can go back to … for a moment, …*
Extract 11	disagrees politely with a previous speaker	Majed: I'm not sure that's true. I think …	*I don't think I agree with that. In my opinion …*
Extract 12	links to a previous speaker	Evie: As Leila said earlier …	*Going back to what Leila said a while ago, …*
Extract 13	links when not sure the contribution is new	Jack: I'm sorry. Has anybody made the point that …?	*I don't know if this has been said already, but …*
Extract 14	links when not sure the contribution is relevant	Evie: I don't know if this is relevant, but …	*I'm not sure if this is a little off the point, but …*

Exercise D

Set for group work. Tell students to brainstorm suggestions for more good and bad seminar strategies. They should think about what helps a seminar discussion to be successful. It may help to think about having seminar discussions in their own language, but they should also think about what is involved in having a seminar discussion in English. Aspects to consider include language, how to contribute to discussions and how to behave.

Feed back, making a list on the board.

Do's	Don'ts
prepare the topic beforehand	
ask politely for information	demand information from other students
try to use correct language	
speak clearly	mumble, whisper or shout
say when you agree with someone	get angry if someone disagrees with you
link correctly with previous speakers	
build on points made by other speakers	
make a contribution, even if you are not sure if it is new or relevant	stay silent, waiting for 'the perfect moment'
be constructive	be negative
give specific examples to help explain a point	be vague
listen carefully to what others say	start a side conversation
allow others to speak	dominate the discussion
paraphrase to check understanding	

Answers

Possible answers:

See table.

Exercise E

Set students to work in groups of six (if possible). Give the groups a letter A or B. Group As should look at the photos on the opposite page in the CB and Group Bs should look at the chart.

In each group there should also be one observer to take notes on the quality of the contributions and another person to take notes on the content of the discussion. During the discussion, students will be able refer to the information they have found about research methods set in Lesson 5.3. While students are talking, you can listen in and note where students may need help with language, and where particularly good examples of language are used. The students acting as observers for the discussion should use a checklist of things to watch for. Sample checklists are provided in the additional resources section (Resource 5B) – students simply mark in each cell whenever the behaviour occurs. They will report on the group discussion to the whole class in Exercise F.

Exercise F

For this exercise, an A and a B group can join together to make one larger group. Alternatively, if the groups are already large, divide each group in half and send one half plus one observer to another group, so that the new groups consist of 50% As and 50% Bs.

Before the groups report on their discussion, remind them about speaking from notes (see Unit 1 *Skills bank*).

First, the observer should give an overview of how the seminar discussion went and should highlight especially good practice. They can also report on poor contributions, but this needs to be done carefully and constructively (possibly without mentioning names), so that individuals are not embarrassed or upset.

Then the person who took notes should present a summary of the discussion in their group to the whole class. Refer students to Resource 5C, summarizing advantages and disadvantages of research methods, and allow further discussion and questions.

Finally, feed back to the whole class on what you heard as you listened in to the groups. Suggest improvements for words and phrases, and highlight good practice.

Exercise G

With the whole class, revise asking for information, opinions and clarification, and agreeing or disagreeing in a seminar. Remind students of the questions used by the lecturer in Exercise B. If necessary, play the seminar extracts again or refer students to the *Skills bank*. Remind students also about reporting information to people (see Unit 3 *Skills bank*).

For this discussion exercise, students will make use of the information at the back of the Course Book, plus the information they have already found on the four research types, as set in Lesson 5.3. Ideally, each student should already have found out information about one type of research (primary, secondary, qualitative, quantitative) and be able to give the source reference for their information, as set in Lesson 5.3.

Set students to work in groups of four. If students have done the research task in Lesson 5.3, each group should consist of students who have each found out about a different type of market research. The easiest way to manage this is to give students a letter: all the people who have researched primary research are As, secondary research are Bs, qualitative are Cs and quantitative are Ds. Make groups with one of each. Give each student the appropriate *discussion task* cards from the additional resources section (Resource 5B).

In their groups, students should do some more research *individually* on definitions, methods, advantages and disadvantages of the four categories of market research. They should work as follows:

As (who have already looked at primary research) can find out about secondary research

Bs (who have already looked at secondary research) can find out about primary research

Cs (who have already looked at qualitative research) can find out about quantitative research

Ds (who have already looked at quantitative research) can find out about qualitative research

Refer each student to the relevant page at the back of the Course Book.

Then each student should feed back to the group the information they have found (as given on the *discussion task card*).

Alternatively, the research activity can be done as a 'wall dictation' as follows. Make large copies of the research notes (Resource 5C), one type of research per page, and pin the sheets on the classroom walls. Each student should leave his/her seat and go to the wall to find the information he/she needs. Students should not write anything down: instead they should read and try to remember the information. Then they return to their group and tell them the information. If they forget something they can go back to the wall to have another look. (Alternatively, you can ask students to read the information, remember it and then fold up the paper – it's important that they do not simply read out the information but use it to inform their speaking.)

It is best to discuss each type of research in turn. For example, first, Student A goes to the wall to find out about secondary research and returns with the information. After hearing what A has to say, the other students can ask the student who has already researched the definition of secondary research (i.e., Student B): *Do you agree with X's view on Y?* Student B should give their definition and also the source reference for the information.

If students have *not* previously researched these topics, do not use the discussion task cards. Instead, use the wall dictation method or refer each student to the appropriate notes on market research at the back of the Course Book.

When the discussion on secondary research has finished, Student B should go to find the information on primary research, repeating the process described, and so on until all four types of research have been discussed.

While students are discussing, 'eavesdrop' the conversations, noting where students are having difficulty with language and where things are going well. When everyone has finished, feed back with the class on points you have noticed while listening in to the discussions.

ESAP Psychology TB U5 _V1_ESAP Banking TB U1 04/08/2010 10:20 Page 89

Closure

1 If you wish, refer students to the *Skills bank – Seminar language* for consolidation.

2 Focus on some of the vocabulary connected with research from Lessons 5.2 and 5.4. For example:

analyze (v)
analysis
data
define
focus group
gender
graph
interview (n and v)
investigate
methods
primary
qualitative
quantitative
questionnaire
research
secondary
sources
statistics
variable

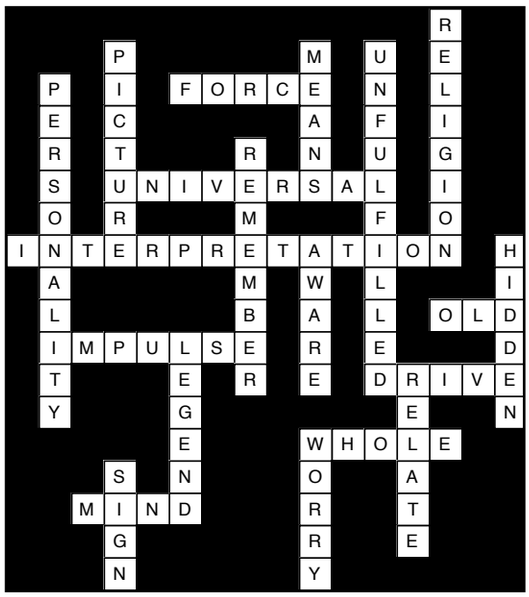
Extra activities

1 Work through the *Vocabulary bank* and *Skills bank* if you have not already done so, or as a revision of previous study.

2 Use the *Activity bank* (Teacher's Book additional resources section, Resource 5A).

A Set the crossword for individual work (including homework) or pairwork.

Answers



B Students should select any six words from the box (listed in *Students' words* column on the right). Call out words at random from the *Teacher's words* column, not forgetting to note which words you have called. When someone has managed to cross out all the words on his/her bingo card, he/she should call out *Bingo!* Check to see if all the words are correctly crossed out. If the student has made a mistake, they are out of the game. The first person to correctly cross out all the words on his/her bingo card is the winner.

An alternative is to put students in groups to play the game, with one student acting as the teacher. In this case, you will need to prepare a list of teacher's words for each group.

Students' words	Teacher's words
aggressive	passive
agree	disagree
common	universal
forget	remember
independent	dependent
instinctive	rational
interesting	dull
major	minor
moral	immoral
powerful	weak
related	unconnected
separate	joined
significant	unimportant
similar	different
start	finish
unconscious	conscious
uneven	even
unreal	real

3 Tell students that they are going to carry out their own research into dreams. They will work in pairs or groups (depending on the size of the class). They will:

- create their own questionnaire, deciding which variables they want to include (age/gender/type of dream)
- interview classmates/friends
- enter their data into an Excel file and create a graph
- present their results to the rest of the group.

ESAP Psychology TB U5 _V1_ESAP Banking TB U1 04/08/2010 10:20 Page 91