

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.



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

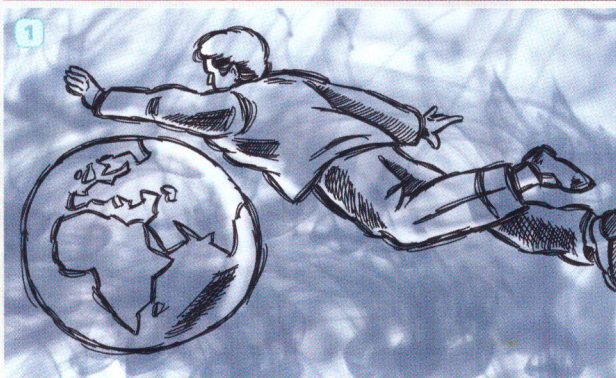
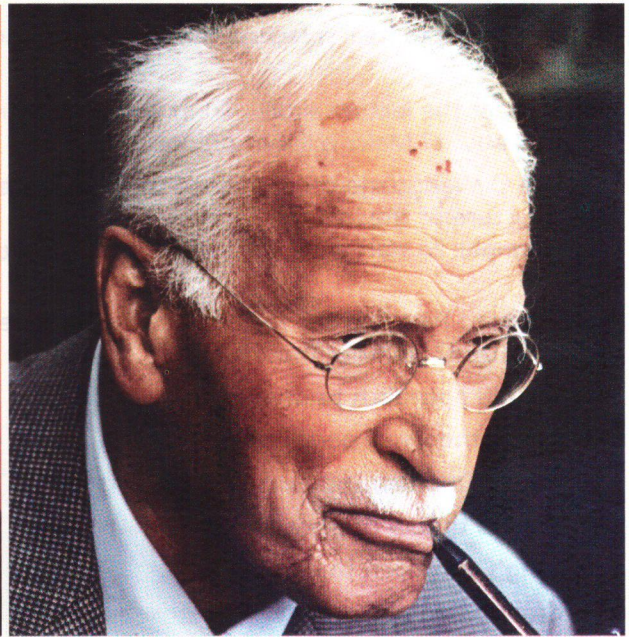
- **Freud** – psychodynamic interaction between three **aspects** of **personality**: *id*, *ego* and *superego*
- **Jung** – individual unconscious **connected to collective** unconscious
 - linked with **mysticism** and myths
 - universality of folk **legends**

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



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.

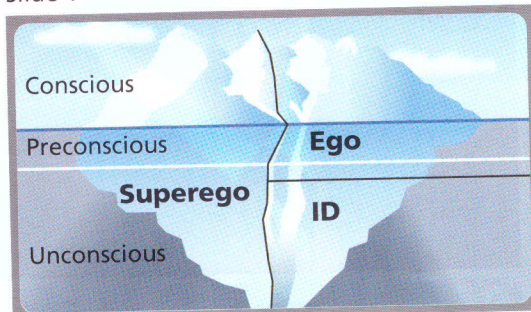
- 1 Which topics in Exercise B are discussed?
- 2 Which topic has not been mentioned?
- 3 What is *free association*?
- 4 What is a *mandala*?

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

- | | | |
|-----------------|-------------------------------------|---------------------|
| 1 talk about | <input checked="" type="checkbox"/> | a underlying energy |
| 2 community | <input type="checkbox"/> | b claimed |
| 3 ancient | <input type="checkbox"/> | c repressed |
| 4 completeness | <input type="checkbox"/> | d primeval |
| 5 driving force | <input type="checkbox"/> | e society |
| 6 maintained | <input type="checkbox"/> | f wholeness |
| 7 unfulfilled | <input type="checkbox"/> | g discuss |



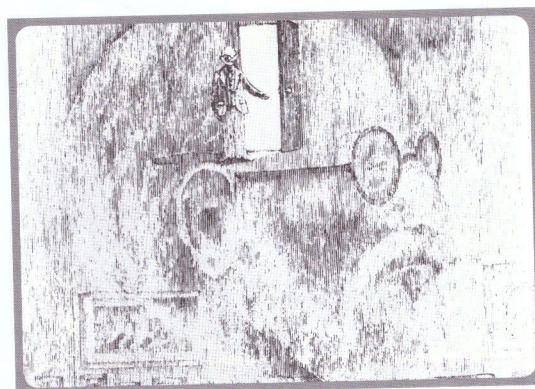
Slide 1



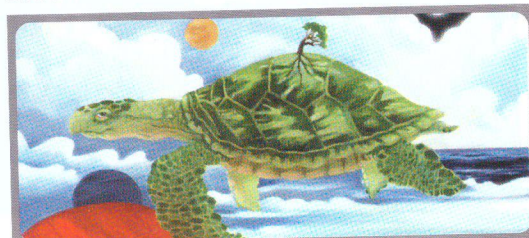
Slide 2



Slide 3



Slide 4



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Slide 5

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.

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 /lu:/

You write:

analyze	_____	evolution	<u>1</u>	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

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?

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


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.

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

<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
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- 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

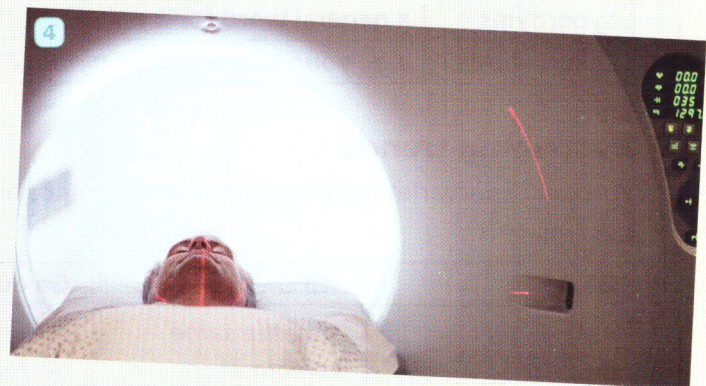
E Work in groups.

- 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)



Dream content by gender

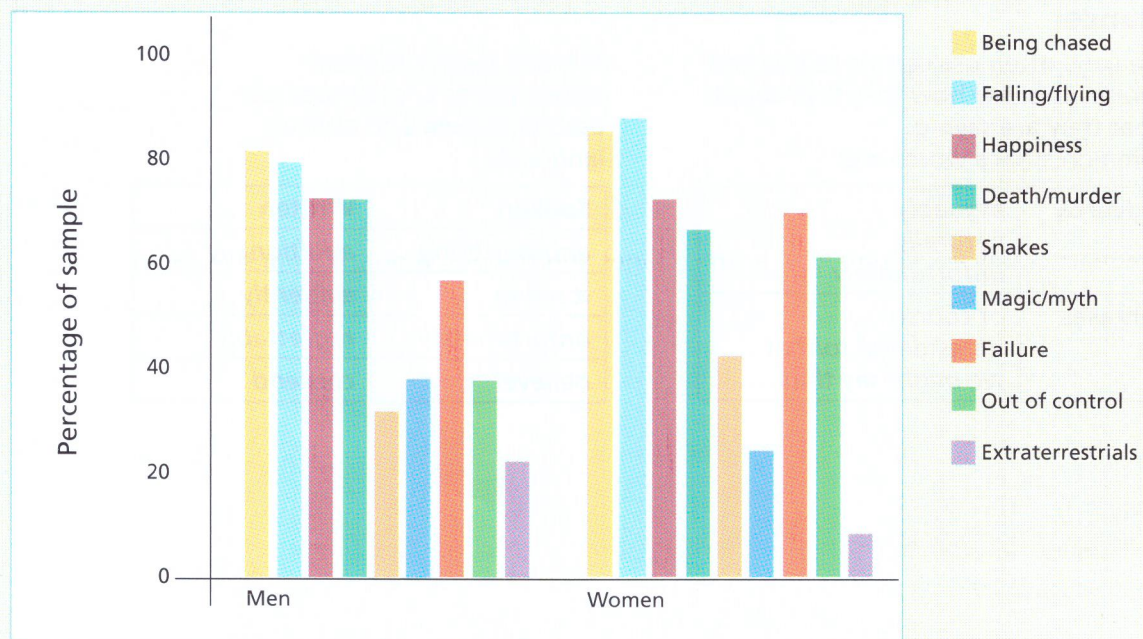


Figure 1: Dream content for young people aged 18–24, by gender

Vocabulary sets

It is a good idea to learn words which go together. Why?

- It is easier to remember the words.
- You will have alternative words to use when paraphrasing research findings.
- It is not good style to repeat the same word often, so writers, and sometimes speakers, make use of words from the same set to avoid repetition.

You can create a vocabulary set with:

synonyms	words with similar meanings, e.g., <i>dreams/visions/fantasies</i>
antonyms	words with opposite meanings, e.g., <i>male/female</i>
hypernyms	a general word for a set of words, e.g., <i>doctor = physician, surgeon</i>
linked words	e.g., <i>young, teenage, in his/her 20s, middle-aged, old</i>

Describing trends

You can use a variety of phrases to discuss trends and statistics.

Examples:

Go up	No change	Go down	Adverbs
<i>rise</i> <i>increase</i> <i>grow</i> <i>improve</i> <i>soar</i>	<i>stay the same</i> <i>remain at ...</i> <i>doesn't change</i> <i>is unchanged</i>	<i>fall</i> <i>decrease</i> <i>decline</i> <i>worsen</i> <i>drop</i> <i>plunge</i> <i>plummet</i>	<i>slightly</i> <i>gradually</i> <i>steadily</i> <i>significantly</i> <i>sharply</i> <i>dramatically</i>

Stance

Speakers often use certain words and phrases to show how they feel about what they are saying.

Common stance words are:

adverbs	<i>arguably</i> <i>naturally</i> <i>unfortunately</i>
phrases	<i>of course, ...</i> <i>it's essential to/that ...</i> <i>we might say that ...</i>

In many cases, different stance words and phrases are used in spoken and written language.

Spoken	Written
<i>another thing</i>	<i>additionally</i>
<i>it seems</i>	<i>evidently</i>
<i>unfortunately</i>	<i>regrettably</i>
<i>believe</i>	<i>contend</i>

Skills bank

Signpost language in a lecture

At the beginning of a lecture, a speaker will usually outline the talk. To help listeners understand the order of topics, the speaker will use phrases such as:

To start with, I'll talk about ...

Then I'll discuss ...

After that, we'll look at ...

I'll finish by giving a summary of ...

During the lecture, the speaker may:

indicate a new topic	<i>Moving on (from this) ...</i>
say the same thing in a different way	<i>What I mean is, ... That is to say, ... To put it another way, ...</i>
return to the main point	<i>Where was I? Oh, yes. To return to the main point ... As I was saying ...</i>

Seminar language

The discussion leader may:

ask for information	<i>What did you learn about ...? Can you explain ...? Can you tell me a bit more about ...?</i>
ask for opinions	<i>What do you make of ...? This is interesting, isn't it?</i>
bring in other speakers	<i>What do you think, Majed? What's your opinion, Evie?</i>

Participants should:

be polite when disagreeing	<i>Actually, I don't quite agree ...</i>
make relevant contributions	<i>That reminds me ...</i>
give examples to explain a point	<i>I can give an example of that.</i>

Participants may:

agree with the previous speaker	<i>I agree, and that's why ... That's true, so I think ... You're absolutely right, which is why ...</i>
disagree with the previous speaker	<i>I don't think I agree with that. In my opinion, ... I'm not sure that's true. I think ...</i>
link to a previous speaker	<i>As Jack said earlier, ... Going back to what Leila said a while ago ...</i>
ask for clarification	<i>Could you say more about ...?</i>
paraphrase to check understanding	<i>So what you're saying is ...</i>
refer back to establish relevance	<i>Just going back to ...</i>

Participants may not be sure if a contribution is new or relevant:

I'm sorry. Has anybody made the point that ...?

I don't know if this is relevant.